Agenda

May 28, 2004
NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 28, 2004 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents’ approval or acceptance on May 28, 2004.
1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**

2. **Call to Order.** Roll call and announcement of quorum.

3. **Minutes of Previous Meetings.** Approval of minutes.


5. **Introduction of President.** Introduction of President Richard Bernard, Eastern Oklahoma State College.

### STUDENTS

6. **Student Advisory Board.** Presentation of year-end report and recognition of outgoing and incoming members of the board.

7. **Chancellor’s Scholars.** Ratification of selection and presentation of awards to 2004 Chancellor’s Scholars.

8. **Student Recognitions.** Recognition of Barry Goldwater Scholarship and the Swearer Humanitarian Award recipients. Page 1.

### ACADEMIC

9. **Policy--System.**


10. **Policy—Institution.**
   a. Approval of request from Oklahoma State University to increase undergraduate admission standards. Page 37.
   b. Posting of request from the University of Oklahoma to increase admission standards for first-time freshmen and concurrently enrolled students. Page 49.

11. **New Programs.** Oklahoma Panhandle State University. Approval of request to offer the Bachelor of Arts in Spanish. Page 61.

12. **Program Deletions.** Approval of institutional requests for program deletion. Page 65.


15. **Tulsa Reconciliation Scholarships.** Approval of scholarship nominees for 2004-05. Page 77.

16. **Student Performance.** EPAS recognition of states top 8th and 10th graders. Page 81.

**FISCAL**

17. **E&G Budgets.**
   a. Approval of allocation of state-appropriated funds to institutions and programs for FY 05. Page 83.
   b. Approval of additional allocations for the FY04. Page 85.
      (1) OU Mesonet
      (2) UCO Regional University Research Day
      (3) OSU Structures Research Laboratory
      (4) Oklahoma Tuition Aid Grant Program (OTAG)

18. **Tuition and Fees.**
   a. Approval of Tuition and Fee Policy revisions. Page 87.
   b. Posting of tuition and academic service fees for FY 05. Page 99.
19. **EPSCoR.**
   b. Approval of state matching funds for the FY05 NSF grant administration. Page 109.


21. **Revenue Bond.**
   b. Review of the Cameron University Preliminary Statement of Essential Facts for student housing project. Page 121.

22. **Investment Policy.** Approval of changes to the Investment Policy. Page 123.

22.1 **Investment.** Approval of investment managers.

**EXECUTIVE**

23. **Commendations.** Recognition of State Regents’ staff for service and recognitions on state and national projects. Page 127.


25. **OneNet Video.** An informational video for presentation to prospective clients, lawmakers, and opinion leaders. Page 133.

**CONSENT DOCKET**

26. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
   a. Programs.
      (1) Approval of institutional requests for program modifications. Page 135.
      (2) Ratification of approved institutional requests. Page 141.
      (3) Ratification of institutional request for program reinstatement. Page 143.
   b. Ratification of approved course offerings for the Southern Regional Electronic Campus. Page 145.
c. Ratification of approved institutional request to offer courses off-campus. Page 149.


g. No Child Left Behind (NCLB).
   (2) Educational Planning and Assessment System (EPAS). 2004 request for proposals. Page 171.

h. Southwest Consortium for the Improvement of Mathematics and Science Teaching. Grant approval for SCIMAST access centers. Page 175.

i. Agency Operations.
   (1) Ratification of purchases of $25,000 and above. Page 177.
   (2) Approval of TEACH/Scholars of Excellence Program transition budget. Page 179.

j. Nonacademic Degrees.
   (1) Ratification of University of Oklahoma honorary degree requests. Page 185.
   (2) Ratification of request from University of Oklahoma to confer posthumous degrees. Page 191.
   (3) Ratification of request from University of Oklahoma Health Sciences Center to confer posthumous degrees. Page 195.
   (4) Ratification of request from Cameron University to confer a posthumous degree. Page 199.
   (5) Ratification of request from Oklahoma State University to confer posthumous degrees. Page 201.

27. Reports. Acceptance of reports listed on Attachment "A."

   a. Academic Affairs and Social Justice and Student Services Committees
   b. Budget and Audit Committee.
   c. Strategic Planning and Personnel Committee.
   d. Technology Committee.

31. **New Business.** Consideration of "any matter not known about or which could not have been reasonably foreseen prior to the time of posting the agenda."

32. **Announcement of Next Regular Meeting— 9 a.m., Wednesday, June 30, 2004, at the State Regents’ Office.**

33. **Adjournment.**
27. **Reports.**


d. Annual Reports.


   (2) Agency Financial Operations, third quarter FY03 report. Page 221.

   (3) Faculty Salary Report. Page 223.

   (4) Regional University Baccalaureate Scholarship, FY 04. Page 225.


   (8) Neuwald Scholarship, FY 04. Page 231.

WHEREAS, in 1986 the Scholarship Program honoring Senator Barry M. Goldwater was created; and

WHEREAS, the Goldwater Scholarship was designed to foster and encourage outstanding students to pursue careers in the fields of mathematics, the natural sciences, and engineering; and

WHEREAS, in its sixteen-year history, the Goldwater Scholarship has awarded 4,272 scholarships worth approximately forty-two million dollars; and

WHEREAS, Ms. Amy Radford-Nelson, a student at Redlands Community College, is one of only three community college students in the United States to receive one of the Goldwater Scholarships in 2004; and

WHEREAS, Ms. Amy Radford-Nelson was selected based on academic merit from a field of 1,113 mathematics, science, and engineering students nominated by the faculties of colleges and universities nationwide; and

WHEREAS, Ms. Amy Radford-Nelson intends to further her education culminating in a Doctorate in Professional Microbiology and becoming a Gastroenterologist; and,

WHEREAS, Ms. Amy Radford-Nelson graduated Summa Cum Laude in the spring of 2004 from Redlands Community College and was honored by the Coca-Cola Foundation, Phi Theta Kappa and the American Association of Community Colleges as New Century Scholar and a member of the All-USA Academic Team; and

WHEREAS, Ms. Amy Radford-Nelson accomplished these feats while being a mother of three and serving others by organizing and operating a facility which serves meals to the less fortunate.

NOW THEREFORE BE IT RESOLVED, that the Oklahoma State Regents for Higher Education in their meeting on May 28, 2004, express their congratulations to Amy Radford-Nelson for being a 2004 Barry M. Goldwater Scholarship winner.

____________________________________________________________________________
Joseph E. Cappy, Secretary

____________________________________________________________________________
Marlin "Ike" Glass, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on May 28, 2004.

____________________________________________________________________________
Paul G. Risser, Chancellor
WHEREAS, in 1987 Campus Compact established the Howard R. Swearer Humanitarian Award to bring national attention to the community service work of college students; and

WHEREAS, five students from a coalition of more than 850 Campus Compact member institutions are selected for this award each year; and

WHEREAS, Joseph T. Blundell, a student at Northeastern Oklahoma A&M College, has completed countless hours of public service, including being elected as mayor in his local community of Cliff Village, Missouri, in order to solve a severe water contamination problem; and

WHEREAS, Mr. Blundell’s tireless commitment to this project has resulted in a plan for new water lines to be installed in 2005 to ensure safe drinking water and fire protection for the Cliff Village Community; and

WHEREAS, Mr. Blundell was recently selected as the first Oklahoma student to receive this award;

NOW THEREFORE BE IT RESOLVED, that the Oklahoma State Regents for Higher Education in their meeting on May 28, 2004, express their congratulations to Joseph T. Blundell for being a 2004 Campus Compact Howard R. Swearer Humanitarian Award winner.

Joseph E. Cappy, Secretary

Marlin “Ike” Glass, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on May 28, 2004.

Paul G. Risser, Chancellor
AGENDA ITEM #9-a:

Policy – System.

SUBJECT: Posting of revisions to the "Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System."

RECOMMENDATION:

It is recommended that the State Regents post revisions to the "Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System," clarifying ACT and SAT exam requirements for college admission.

BACKGROUND:

Standardized Test Performance Requirements

In 1962, the State Regents adopted guiding principles for admission to State System institutions. For the comprehensive and regional universities, these guidelines included the minimum requirement of at least one of the following for admission of Oklahoma resident students who were graduates of accredited high schools:

- an average grade of “C” or above in the four years of high school; or
- a ranking among the upper three-fourths of all high school seniors, based on twelfth grade national norms; or
- a composite score on the ACT which would place the student among the upper three-fourths of all high school seniors, based on twelfth grade national norms.

For two-year colleges, the guidelines included participation in the ACT for graduates of accredited high schools, but no minimum requirement. Admission requirements for non-residents were higher.

Current policy remains similar. For comprehensive and regional universities, students who have graduated from an accredited high school and have participated in the ACT or similar battery of tests may be admitted through one of the following performance options:

- a minimum composite ACT score or combined verbal and math SAT score; or
- a minimum high school GPA and class rank; or
- a minimum GPA in the State Regents’ required 15-unit high school core curriculum.

The submission of either a composite ACT score or a combined verbal and mathematical SAT I Reasoning Test score for admission of graduates from an accredited high school to two-year colleges is required, but there is still no minimum score requirement.
The SAT Assessment

The SAT testing program includes two components: the SAT I Reasoning Test and the SAT II Subject Tests. The SAT I Reasoning Test is used for college admission and currently measures verbal and mathematical reasoning skills, providing a score for each area ranging from 200-800. The SAT II Subject Tests are most commonly used for course placement.

The College Board, which administers the SAT, announced in 2002 that beginning in spring 2005, the SAT I Reasoning Test will include a mandatory writing component that will add a third student score. Instead of a 1600 possible score—800 points for the verbal section, plus 800 points for the mathematical section—the test will have a 2400 possible score that includes 800 points for the verbal section, 800 points for the mathematical section, and 800 points for the writing section.

The ACT Assessment

The ACT Assessment contains four curriculum-based subject tests that measure academic achievement in English, mathematics, reading, and science. The tests are each scored on a 1-36 point range. Students are provided with subject test scores and also with a composite exam score that is an average of all four subject scores.

In response to the changes in the SAT I, ACT officials also announced in 2002 that beginning in spring 2005 the ACT will include an optional writing component. Students will receive a fifth subject score for writing, also scaled from 1-36 points. This score will reflect a combined performance score that includes the writing subject exam and the English subject exam. The writing score will not be included in the ACT composite score.

The ACT is the most common exam taken by Oklahoma students for admission to Oklahoma colleges. In 2002, 26,717 Oklahoma students took the ACT, while 3,080 took the SAT I.

POLICY ISSUES:

The State Regents’ “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System” sets the standardized test performance requirements for admission to associate in arts, associate in science, and baccalaureate degree programs. Current policy requires participation in the ACT or similar battery of tests for admission to all State System institutions.

ANALYSIS:

The proposed revisions do not change current policy, but clarify which types of scores from the ACT and SAT exams are required to meet college admission requirements. The revisions specify that the ACT score is the composite score without the writing component, and that the SAT score includes the combined verbal and math scores of the test, without the writing portion. This has been the practice within the State System.

Both the Council on Instruction and Council of Presidents approved this policy revision. Neither group endorsed a systemwide policy revision to include a mandatory writing component in the admission process. It was noted, however, that some institutions may wish to include such a component in the process. The current policy encourages institutions to propose more rigorous
standards for approval by the State Regents, and allows for an institution to request permission to require the writing components should it determine that the writing portions of the exams would be helpful in the admission process.

The proposed revisions also include editorial changes to the language referencing ACT.

**SUMMARY AND CONCLUSION:**

The proposed revisions do not change current policy or practice, and they do not change the rigor of the current admission standards.

It is recommended that the State Regents post revisions to the “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System,” clarifying ACT and SAT performance requirements for college admission.
Article XIII-A of the Constitution of Oklahoma and Title 70, Section 3206 of the Oklahoma Statutes provide that the Oklahoma State Regents for Higher Education shall prescribe standards of education for institutions in The Oklahoma State System of Higher Education, including standards for "admission to, retention in, and graduation from State Educational Institutions." In order to carry out these constitutional and statutory responsibilities, the State Regents hereby adopt this policy statement establishing curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in and transfer among institutions by type. Admission to all associate and baccalaureate programs must conform to these standards except as otherwise addressed in Admission Professional Schools and Admission Special Programs of Section 5 of State Regents' Policy.

There will be periodic reviews of the implementation of the admission and retention policies. The purpose of these reviews is first to assure the State Regents that the implementation of the admission and retention standards is being carried out consistent with the intent of the State Regents' policy. Second, the review will provide a comprehensive overview of the progress and the effects of the admission and retention standards increases on the profile of students, and specifically whether or not the ultimate goal of the policy to achieve student success is being met.

**PART I: ADMISSION STANDARDS**

Students must meet the criteria for both the high school curricular requirements and the high school performance criteria as defined in the following sections. Students meeting both the high school curricular and the high school performance criteria are eligible for admission.

**A. High School Curricular Requirements for Admission to Programs Leading to Associate in Arts, Associate in Science and Baccalaureate Degrees**

<table>
<thead>
<tr>
<th>Units (Years)</th>
<th>Course Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English (Grammar, Composition, Literature)</td>
</tr>
<tr>
<td>2</td>
<td>Lab Science (Biology, Chemistry, Physics or any lab science certified by the school district; General Science with or without a lab may not be used to meet this requirement.)</td>
</tr>
<tr>
<td>3</td>
<td>History and Citizenship Skills (including 1 unit of American History and 2 additional units from the subjects of History, Economics, Geography, Government, Non-Western Culture)</td>
</tr>
<tr>
<td>3</td>
<td>Additional units of subjects previously listed or selected from the following: Computer Science,* Foreign Language</td>
</tr>
<tr>
<td>15</td>
<td>Total Required Units</td>
</tr>
</tbody>
</table>

* Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see undergraduate degree requirements).
The English courses should include an integrated writing component. In addition to the above requirements, the following subjects are recommended for college preparation:

2    additional units: Fine Arts - music, art, drama; Speech.
1    additional unit: Lab Science (as described above)
1    additional unit: Mathematics (as described above)

4    Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students’ individual needs and interests.

Students pursuing admission to Associate in Arts, Associate in Science, Associate in Applied Science, or Baccalaureate degree programs may not count developmental/remedial courses toward satisfaction of degree program requirements.

Students must meet all curricular requirements to be admitted to comprehensive or regional institutions. Students with a deficiency in a non-basic skills course (excludes English, mathematics, and science) who present an ACT reading subscore at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see Policy on Remediation and Removal of High School Curricular Deficiencies). Other exceptions are noted in I.C. Special Admission.

If an institution admits students with one or more curricular deficiencies in the alternative admission category, the institution must provide the means to satisfy those deficiencies (see Policy on Remediation and Removal of High School Curricular Deficiencies) and the student must successfully remediate basic skills course requirements within 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until all deficiencies are removed.1

Students lacking curricular requirements are admissible into Associate in Science or Associate in Arts programs in the community colleges but must remediate basic skills deficiencies at the earliest possible time but within the first 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until all deficiencies are removed.1 In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

Students entering Associate in Applied Science degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as

1The president or his/her designee may allow a deserving student who failed to remediate a basic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.
part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an Associate in Arts, Associate in Science or baccalaureate program without first completing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the *Policy on Remediation and Removal of High School Curricular Deficiencies.*

**Requirements Regulating the Substitution of Applied Courses for the 15-Unit High School Core Curriculum Requirement**

The use of the applied courses to meet the high school curricular requirements is to be considered an **alternative.** College bound students are encouraged to take courses currently specified in the State Regents' Admission Policy. As a pilot study, the applied science courses may **substitute** for one of the lab science courses currently accepted as the State Regents' high school curricular requirements for college entry under the parameters detailed below.2

A. Applied Science

**Principles of Technology:**

One year of Principles of Technology may substitute for one of the currently required lab science courses providing that students taking the course also successfully complete a lab science course listed in the State Regents' Admission Policy. Additionally, the Principles of Technology course must be taught by a teacher certified or endorsed in physics who has completed the specialized training to instruct the course.

**Applied Biology/Chemistry:**

Until fall 2004, one year of Applied Biology/Chemistry may substitute for one of the currently required lab science courses providing that students also successfully complete a lab science course listed in the State Regents' Admission Policy. Additionally, the course in Applied Biology/Chemistry must be taught by a teacher certified or endorsed in biology who has completed the specialized training to instruct the course.

If the requirements detailed above are not met, then neither the Applied Biology/Chemistry nor the Principles of Technology course will substitute for any of the required lab science courses for college entry.

Effective fall 2004, Applied Biology/Chemistry will no longer be accepted for purposes of college admission.

The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid and reflective of the actual courses taken by students; anything less threatens the integrity of the academic process.

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2Applied Biology/Chemistry course substitution is a pilot study beginning fall 1994 with an expiration date of spring 2003. The Principles of Technology course may be substituted as detailed in this policy.
B. Applied Mathematics

A pilot study was conducted from fall 1992 to spring 2002 which permitted two years of applied mathematics to substitute for two of the State Regents’ required mathematics courses providing that students taking the applied mathematics courses also successfully completed Algebra II. Additional requirements related to teacher preparation. Two studies were conducted comparing the academic performance of applied mathematics students to students completing the State Regents’ mathematics requirements. Data indicated that few students pursued this admission option, and those who did tended to score below students completing traditional mathematics courses. While there are few students utilizing this admission option, a number of students take applied mathematics courses as preparatory courses for traditional mathematics. Thus, applied mathematics courses can be helpful to students requiring additional mathematics assistance.

Students who choose to take applied mathematics courses in lieu of the State Regents’ required courses will be curricularly deficient and required to demonstrate competency for purposes of admission consistent with the Policy on Remediation and Removal of High School Curricular Deficiencies. Students scoring below the required competency levels will be subject to the admission restrictions and remediation requirements as detailed in State Regents’ policy. While this requirement is effective beginning fall 2002, students currently in high school pursuing this admission option at the time of this policy revision will be accommodated.

B. High School Performance Criteria for Admission of First-Time-Entering Students by Type of Institution

1. Comprehensive Universities

University of Oklahoma
Oklahoma State University

Any individual\(^4\) who: (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED);\(^5\) (b) has met the curricular requirements as set forth in Part I.A of this policy; (c) has participated in the American College Testing\(^6\) program or a similar acceptable battery of tests; and (d) meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the comprehensive universities in the State System.

<table>
<thead>
<tr>
<th>Performance-Based Admission Standards: Comprehensive Universities</th>
</tr>
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</table>

\(^3\)First-time-entering student: A student with six or fewer attempted credit hours, excluding remedial (0-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

\(^4\)If there is an enrollment limit, Oklahoma residents will be given priority.

\(^5\)GED recipient’s high school class must have graduated to be eligible for admission. The president or his/her designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.
### Standardized Tests

<table>
<thead>
<tr>
<th></th>
<th>ACT or SAT*</th>
<th>Top 33.3%</th>
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<tbody>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Performance A</td>
<td>GPA**6 (All Courses) and Class rank*7</td>
<td>Top 33.3%</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Performance B</td>
<td>GPA**8 in State Regents* Required H.S. Core</td>
<td>Top 33.3%</td>
</tr>
</tbody>
</table>

*The ACT score is the composite score without the writing component. The SAT score is the combined verbal and math scores.*

**The GPA will be defined annually to correspond to the rank in class.**

The University of Oklahoma (OU) is authorized to assume higher standards as follows:

- Higher test score and class rank as approved by the State Regents in October 1998.
- An ACT minimum requirement on the High School Performance B option as approved by the State Regents in December 2000.
- Higher admission standards for nonresident students as approved by the State Regents in February 2001.
- Delineated automatic admission and space available admission for residents beginning summer 2003 as approved by the State Regents in June 2002.

The exact standardized test scores and GPA will vary over time. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score will be updated as necessary.

**The GPA will be defined annually to correspond to the rank in class.**

### 2. Regional Universities

- East Central University
- Northeastern State University

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\*Grade-Point Average A: The grade-point average is the average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12th grades. While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.

\*Class Rank - The class rank is one more than the number of students in the high school graduating class who have a grade-point average greater than the student in question.

\*Grade-Point Average B: The grade-point average is the average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12th grades. Institutions shall add a standard weighting (1.0) to The College Board’s Advanced Placement courses and the International Baccalaureate Organization’s higher-level courses (an “F” remains zero). While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.
Northwestern Oklahoma State University  
Southeastern Oklahoma State University  
Southwestern Oklahoma State University  
University of Central Oklahoma  
Cameron University  
Langston University  
Oklahoma Panhandle State University  
University of Science and Arts of Oklahoma  
Rogers State University

Any individual who: (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED); (b) has met the curricular requirements as set forth in Part I.A of this policy; (c) has participated in the American College Testing program or a similar acceptable battery of tests; and (d) meets the following criteria is eligible for admission to any of the regional institutions in the State System.

<table>
<thead>
<tr>
<th>Performance-Based Admission Standards: Regional Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Tests</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>High School Performance A</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>High School Performance B</td>
</tr>
</tbody>
</table>

*The ACT score is the composite score without the writing component. The SAT score is the combined verbal and math scores.

**The GPA will be defined annually to correspond to the rank in class.

The exact standardized test scores and GPA will vary over time. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score will be updated as necessary.

**The GPA will be defined annually to correspond to the rank in class.

The four institutions offering Associate in Applied Science degrees, Oklahoma Panhandle State University, Cameron University, Rogers State University, and Southwestern Oklahoma State University (Sayre) will continue offering these degrees with an open admission policy for students within their geographic service area. Students wishing to transfer from Associate in Applied Science to Associate in Science, Associate in Arts or bachelor degree programs must formally apply and meet both the curricular and performance admission standards.
Northeastern State University is authorized to remain at the higher standards set by the State Regents in June 1988. When the standards identified in this policy exceed those previously set, Northeastern will adhere to the higher standards.

3. **Two-Year Colleges**

- Carl Albert State College
- Connors State College
- Eastern Oklahoma State College
- Murray State College
- Northeastern Oklahoma A&M College
- Northern Oklahoma College
- Oklahoma City Community College
- Redlands Community College
- Rose State College
- Seminole State College
- Tulsa Community College
- Western Oklahoma State College
- OSU Technical Branch, Oklahoma City
- OSU Technical Branch, Okmulgee

a. For Students Seeking Admission to Associate in Arts, Associate in Science, or Baccalaureate Degree Programs

Any individual who: (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED); (b) has met the curricular requirements as set forth in Part I.A. of this policy; and (c) has participated in the American College Testing ACT program or a similar acceptable battery of tests is eligible for admission to any of the two-year colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

b. For Students Seeking Admission to Other Degree or Certificate Programs

Any individual who: (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED); and (b) has participated in the American College Testing program or a similar acceptable battery of tests is eligible for admission to any of the two-year colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

C. **Special Admission**

Students admitted must meet curricular standards as defined in Part I.A; and must meet the high school performance criteria as defined in Part I.B. The only exceptions are students admitted in the following special admission categories: (1) special non-degree seeking student (C.1); (2) alternative
admission (C.2); (3) adult admission (C.3); (4) home study or unaccredited high schools admission (C.4); (5) opportunity admission (C.5); (6) international student admission (C.6); (7) correspondence study enrollment (C.7); or (8) Summer Provisional Admission (C.8 and C.9).

1. **Special Non-Degree Seeking Student**

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, should s/he wish to enroll in additional course work, s/he is required to meet the formal admission or transfer criteria for the institution of desired entry. (This provision is not intended to be limited to first-time-entering students only.)

The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree-seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

2. **Alternative Admission (8 Percent)**

The comprehensive and regional institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office. The criteria must be oriented to identifying those students who: (1) have a reasonable chance for academic success; (2) have unusual talent or ability in art, drama, music, sports, and the like; or (3) are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where s/he desires to enroll. Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of social justice.

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9 *Alternative Admission Percentage*: The percent (8% or 50 students - whichever is greater) of the previous year’s freshmen not required in that same year to meet the State Regents’ curricular or high school performance criteria for admission.
3. **Adult Admission**

   a. Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to the satisfaction of the entering institution in the curricular area the student is desiring to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.

   b. Any student who: (1) is not a high school graduate but whose high school class has graduated; and (2) has participated in the American College Testing program or similar battery of tests is eligible for admission to any of the two-year colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

4. **Home Study or Non-Recognized Accredited or Unaccredited High Schools**

   An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

   a. The student must have participated in the [American College Testing ACT or Scholastic Aptitude Test SAT](#) program and achieved the requisite composite score, as defined by the State Regents, for admission to the institution s/he wishes to attend as defined in Part I above.

   b. The student's high school class of his or her peers must have graduated. (The president or his/her designee may allow exceptions for GED recipients on an individual student basis).

   c. The student must satisfy the high school curricular requirements for the institution to which s/he is applying, as certified by the school or for home study, the parent.

5. **Opportunity Admission Category**

   Students who have not graduated from high school whose composite standard score on the American College Test places them at the 99th percentile of all students using Oklahoma norms, or whose combined verbal and mathematical score on the Scholastic Aptitude Test places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of The Oklahoma State System of Higher Education. The college or university will determine admissibility based on test scores; evaluation of the student's level of maturity and ability to function in the adult college environment; and whether the experience will be in the best interest of students intellectually and socially.
6. **International Student Admission and Admission of Students for Whom English is a Second Language**

International students are required to meet equivalent academic performance standards as listed in Part I.B. Additionally, students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission. (See Policy Statement on Admission of Students for Whom English is a Second Language.)

7. **Correspondence Study Enrollment**

Admission to the institution is not required for enrollment in correspondence work. However, academic credit for correspondence work will not be applicable toward a degree until such time as the student has been formally admitted to the institution and has secured the approval of the appropriate academic officers for such credit. Students who desire to apply credit for correspondence courses must make the necessary arrangements with the school where credit is to be applied. Completed courses will appear on the student's official transcript with the designation "correspondence study."

8. **Summer Provisional Admission Program (Comprehensive\(^{10}\) and Regional Universities)**

**Student Admission Requirements:**

Applicants for the Summer Provisional Admission Program must meet the following criteria to be considered for admission:

1. Be a first-time-entering student;

2. Graduate from an accredited high school or achieve a high school equivalency certificate based on the General Educational Development tests (GED);\(^5\)

3. Meet the State Regents' curricular requirements for admission;

4. Have a minimum \textit{composite} ACT\(^3\) of 18 or a minimum high school grade-point average of 2.5 to be admitted to a comprehensive university; or have a minimum \textit{composite} ACT\(^3\) of 17 or a minimum high school grade-point average of 2.5 to be admitted to a regional university; and

5. Participate in a comprehensive assessment battery. If the need for remedial course work is indicated, the student must successfully complete the required developmental course work prior to entering this provisional program.

\(^{10}\) The University of Oklahoma will only consider Oklahoma residents for this admission category.
The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success.

*The ACT score is the composite score without the writing component.*

**Program Requirements:**

1. Enrollment is restricted to the summer session immediately following the student's high school graduation.

2. Each student is required to register for a minimum of two summer session "core academic" courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:

   - **English:** Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

   - **Mathematics:** College Algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

   Students "testing out" of the introductory English and/or mathematics courses must select courses from the following categories:

   - **Social Science:** A college-level course approved for general education credit.

   - **Natural Science:** A college-level introductory lab science course approved for general education credit.

   - **Humanities:** A college-level course approved for general education credit.

3. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.

4. Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.

5. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.
6. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student is eligible for regular transfer admission as detailed in the State Regents' Admission Policy.

9. **Summer Provisional Admission Program: Curricular Deficiencies (Regional Universities)**

Regional university students meeting performance requirements may take a maximum of two course deficiencies in the summer term prior to the regular semester of desired entry. If the course(s) is(are) successfully completed with at least a “C” or equivalent, the student will be admitted.

**D. Concurrent Enrollment of High School Students**

1. A twelfth grade student enrolled in an accredited high school may, if s/he meets the requirements set forth below, be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student.

| Comprehensive Universities | ACT/SAT\(^\text{II}\) at 67th percentile | OR | High School GPA 3.0  
| and  
| Class Rank - top 33.3% |
| Regional Universities | ACT/SAT\(^\text{II}\) at 50th percentile | OR | High School GPA 3.0  
| and  
| Class Rank - top 50% |
| Two-Year Colleges | ACT/SAT\(^\text{II}\) at 42nd percentile | OR | High School GPA 3.0 |

\(^\text{*The ACT score is the composite score without the writing component. The SAT score is the combined verbal and math scores.}\)

The University of Oklahoma (OU) is authorized to assume higher standards in fall 2000 (test score and class rank) as set by the State Regents in October 1998.

a. Additionally, students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their counselor and written permission from their parents or legal guardian.

2. An eleventh grade student enrolled in an accredited high school may, if s/he meets requirement (a) listed above and the additional requirements set forth below, be admitted

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11 High school students wishing to enroll concurrently in college courses must meet the admission standards detailed below and the assessment requirements in the “Policy on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability.” The American College Test (ACT) standard is based on Oklahoma norms and the Scholastic Aptitude Test (SAT) standard is based on national norms.
provisionally to a college or university in The Oklahoma State System of Higher Education as a special student.

<table>
<thead>
<tr>
<th>Comprehensive Universities</th>
<th>ACT/SAT at 83rd percentile</th>
<th>OR</th>
<th>High School GPA 3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Universities</td>
<td>ACT/SAT at 72nd percentile</td>
<td>OR</td>
<td>High School GPA 3.5</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>ACT/SAT at 58th percentile</td>
<td>OR</td>
<td>High School GPA 3.5</td>
</tr>
</tbody>
</table>

*The ACT score is the composite score without the writing component. The SAT score is the combined verbal and math scores.*

3. A student receiving high-school-level instruction at home or from an unaccredited high school may be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student if s/he meets the requirements set forth below:

a. S/he must be 17 years of age or older and must meet the requirements set forth below.

<table>
<thead>
<tr>
<th>Comprehensive Universities</th>
<th>ACT/SAT at 67th percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Universities</td>
<td>ACT/SAT at 50th percentile</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>ACT/SAT at 42nd percentile</td>
</tr>
</tbody>
</table>

*The ACT score is the composite score without the writing component. The SAT score is the combined verbal and math scores.*

b. Or s/he must be 16 years of age and must meet the requirements set forth below.

<table>
<thead>
<tr>
<th>Comprehensive Universities</th>
<th>ACT/SAT at 83rd percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Universities</td>
<td>ACT/SAT at 72nd percentile</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>ACT/SAT at 58th percentile</td>
</tr>
</tbody>
</table>

*The ACT score is the composite score without the writing component. The SAT score is the combined verbal and math scores.*

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college. The collegiate experience is present in four environments:
(1) High school students enrolled on a college or university campus in a course with collegiate students enrolled;

(2) High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled;

(3) High school students enrolled in a course with collegiate students enrolled at an established off-campus site with a regular program of study (defined as at least one Associate in Arts, Associate in Science, or Baccalaureate degree).

(4) High school students enrolled at other off-campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty\(^\text{12}\) whose primary employment is as a faculty member at the institution delivering the course. Exceptions may be upon request to the Chancellor.

A high school student admitted under the provision set forth above may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

The completion of the high school curricular requirements set forth in Part I.A. of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the assessment requirements for college placement. Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies. A high school student concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if s/he achieves a college cumulative grade-point average of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the entrance requirements of the receiving institution, including the high school curriculum requirements, and subject to the State Regents' retention standards.

\(^{12}\) "Regular faculty" is defined as a person qualified for appointment to the regular faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.
All other students not qualified by grade level as specified in section I.D. might be considered for full enrollment or concurrent enrollment under the Opportunity Admission Category.

E. Admission by Transfer$^{13,*}$

1. Undergraduate Students Entering by Transfer From a State System Institution

An Oklahoma State System student who wishes to transfer to another State System institution may do so under the following conditions:

a. If the student originally met both the high school curricular requirements and academic performance standards of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet the institution's retention standards to which s/he wishes to transfer; or as defined in Part II of this policy.

b. If the student originally met the high school curricular requirements but not the academic performance standards of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet the institution's retention standards to which s/he wishes to transfer, based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work; or

c. If the student originally met the performance but not the curricular requirements of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet that institution's retention standards to which s/he wishes to transfer defined in Part II of this policy and must also complete the curricular requirements before transferring; or

d. If the student originally met neither the curricular nor the performance requirements of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet the institution's retention standards to which s/he wishes to transfer, based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which s/he wishes to transfer before transferring.

* The University of Oklahoma was authorized to assume higher standards beginning fall 2002 (minimum GPA requirements based on number of credit hours earned) for admission by transfer.

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$^{13}$ Transfer Student: Any undergraduate student with greater than six attempted credit hours, excluding remedial (0-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.
2. Undergraduate Students Entering by Transfer From an Out-of-State Institution

Undergraduate students wishing to transfer from an out-of-state college or university to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in Part I of this policy; and by the following:

a. Transcripts of record from colleges or universities accredited by the North Central Association or other regional associations will be given full value.
   (1) Each nonresident applicant must be in good standing in the institution from which s/he plans to transfer.
   (2) Each nonresident applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which s/he plans to transfer.

b. Transcripts of record from institutions not accredited by a regional association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
   (1) Each nonresident undergraduate applicant must meet the conditions of 2.a-1 and 2.a-2 above.
   (2) Each nonresident undergraduate applicant who meets 2.a-1 and 2.a-2 above also will be required to validate the transferred credit by making satisfactory progress (an average of "C" or better) for at least one semester.

Standards for the admission of nonresidents as stated above will be considered minimal. Any institution may improve upon the standards for its own use, as approved by the Oklahoma State Regents for Higher Education, subsequent to the adoption of this policy.

3. Transfer Probation

Students who do not meet the academic criteria including curricular requirements in E.1 or E.2 above, but have not been formally suspended, may be admitted as "transfer probation" students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their retention GPA to the designated level, as detailed in Part II Retention Standards. Any "transfer probation" student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions provide the appropriate academic support services to assist such students in achieving academic success.
PART II. RETENTION STANDARDS

Effective academic retention policies have several components in common. Such policies must treat all students equitably and fairly. Students must know what is expected of them in terms of satisfactory academic performance. Concomitantly, the repercussions of classroom nonperformance must be detailed. Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus, an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity. Such integrity is reflected in the student grade-point average retention requirements and the uniformity of application coupled with an acknowledgment of individual circumstances. The following policy strives to meet these standards.

A. Academic Support Services

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions, and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

B. Definition of Terms

**Good Academic Standing**: Any student who meets the retention requirements as set forth in this policy is in good academic standing.

**Academic Notice**: Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0 will be placed on academic notice.

**Academic Probation**: Any student whose retention GPA falls below those designated in Section C for a given semester is on academic probation.

**Academic Suspension**: Any student who was on academic probation the previous semester and who fails to raise his/her GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses, will be suspended from the institution.

C. Retention GPA Requirements

A student must maintain a 2.0 retention GPA for the duration of his/her college experience with the exception of freshmen on academic notice and academic probation.

A student will be placed on academic probation if s/he fails to meet the following requirements:

<table>
<thead>
<tr>
<th>Retention Credit Hours Attempted</th>
<th>GPA Requirement$^{14}$</th>
</tr>
</thead>
</table>

$^{14}$ All courses in which a student has a recorded grade will be counted in the calculation of the grade-point average for
Freshman students, 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice.

Any student not maintaining satisfactory progress toward his/her academic objective as indicated above will be placed on probation for one semester. At the end of that semester, s/he must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum retention GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed. Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their retention GPA to the required level.

D. Additional Requirements

1. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the retention grade-point average of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the retention GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise his/her retention GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

2. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions retention purposes excluding any courses repeated or reprieved as detailed in the State Regents’ Grading Policy and excluding remedial/developmental (pre-college) courses. Beginning in 1994, the retention GPA also excludes physical education activity courses.

15 The student’s transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase “suspension continued” should be entered on the transcript at the end of the summer session.
must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

3. **Readmission of Suspended Students**

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their retention GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, s/he cannot return to the suspending school until such time as s/he has demonstrated, by attending another institution, the ability to succeed academically by raising his/her GPA to the retention standards.

4. **Reinstatement of Suspended Students at System Institutions**

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

**PART III. PRINCIPLES**

The following principles are intended for use as guidelines for interpretation of policies on admission, retention, and transfer of students at colleges and universities of the State System.

**A. Admission of First-Time-Entering Students**

1. Any Oklahoma resident, upon graduation from an accredited high school, should have the opportunity of continuing his/her education at some institution in The Oklahoma State System of Higher Education.

2. Admission policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in The Oklahoma State System of Higher Education.

3. There should be sufficient flexibility to permit institutions to make exceptions in worthy and extraordinary cases as provided for under the special admission section. Each case must be documented and the institution must report annually on the exceptions made.
4. Admission policies should be stated in such a manner as to lend themselves to ease of understanding by high school students, parents, counselors, and the public generally.

5. Admission policies should be administratively feasible.

6. Residents of Oklahoma should be given preference.

7. Policies should be periodically and systematically reviewed.

8. Institutional and individual programs’ admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).

**B. Retention of Students**

1. Retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.

2. Retention policies should provide for uniformity in the transfer of students among institutions.

3. Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in the Retention Standards section.

4. Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

5. Students who are suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.

6. Institutional and individual programs’ retention standards should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents.

7. There should be sufficient flexibility to permit institutions to make exceptions in worthy and extraordinary cases as noted in the Retention Standards section. Each case must be documented and the institution must report annually on the exceptions made.

Provisions in other State Regents’ policies are subject to the requirements specified in this policy.

AGENDA ITEM #9-b:

Policy – System.


RECOMMENDATION:

It is recommended that the State Regents post revisions to the "Policy Statement of Criteria and Procedures for Evaluating Technical-Occupational Degree and Certificate Programs," as described below.

BACKGROUND:

Since 1976, the United States Secretary of Education has recognized the Oklahoma State Regents for Higher Education as the accrediting agency for "those vocational education programs for which credit earned is applied toward a degree, diploma or other postsecondary academic or collegiate award, or which are given at state institutions comprising the Oklahoma State System of Higher Education." The United States Department of Education (USDE) requires application for renewed recognition as an accrediting agency for collegiate technical-occupational degree and certificate programs at varying intervals. The interval is determined by the U.S. Secretary of Education and is based on the recommendation of the National Advisory Committee on Institutional Quality and Integrity (NACIQI). In October 2000, the U.S. Secretary of Education approved the State Regents' application for recognition for four years, the maximum period allowed.

The Oklahoma State System of Higher Education offers 258 associate in applied science degree programs at 18 institutions (2 technical branches, 3 urban community colleges, 4 baccalaureate-granting institutions with a technical-occupational function, and 9 two-year rural institutions). These degree programs enroll approximately 18,000 students and graduate approximately 2,500 students each year.

POLICY ISSUES:

The recommended revisions to the "Policy Statement of Criteria and Procedures for Evaluating Technical-Occupational Degree and Certificate Programs" are summarized below.

ANALYSIS:

The Technical-Occupational Council, with representation from public employment services, employers, employees, postsecondary vocational educators, students, and the general public (including minority groups), meets at least twice yearly. The function of the Council is to advise the State Regents in the development of standards, operating procedures and policy, and interpretation of
the educational needs and manpower projections of the state's public postsecondary vocational education system. The Council recommended the policy revisions, which were reviewed and approved by the Council on Instruction and Council of Presidents. The policy modifications are summarized below:

- **Part I – Authorization.** Insert a footnote that indicates institutions offering associate in applied science programs with specialty accreditation status must submit documentation to the State Regents in a timely manner.

- **Part III – Evaluation Procedures.** Revise the due date for self-study documents from the institution to be received. Current policy requires a due date of January 1 of the academic year of the review; the proposed revision would change the due date to February 1.

- **Part V – Reporting.** Include institutional staff in gathering appropriate data for reporting purposes, remove the notation for annual distribution of data to institutions, and clarify that data to be reported may be contingent on availability.

Staff recommend posting of the revised policy as described above.

Attachment
POLICY STATEMENT OF CRITERIA AND PROCEDURES
FOR EVALUATING TECHNICAL-OCUPATIONAL
DEGREE AND CERTIFICATE PROGRAMS

PART I: AUTHORIZATION

The Oklahoma State Regents for Higher Education are authorized by the United States Secretary of Education under Title 34 of the Code of Federal Regulations, Part 603, to serve as the approval agency for The Oklahoma System of Higher Education's postsecondary technical-occupational degree and certificate programs. As the approval agency, the State Regents are charged with the responsibility of ensuring the quality of public postsecondary vocational education in the State System. The policy outlined below specifies the federal regulatory and state policy and procedures for evaluating technical-occupational degree and certificate programs operating in the State System. Degree and certificate programs that have specialized programmatic accreditation with agencies recognized by the United States Department of Education are exempt from this policy.\(^2\)

PART II: PROGRAM EVALUATION CRITERIA

A. Purpose

The purpose of the evaluation is to maintain and enhance the quality of technical-occupational education. Specifically, degree and certificate program evaluation ensures that curricula are designed to meet workplace needs, that program resource needs are identified, and that resources are efficiently and effectively utilized. Additionally, institutions are encouraged to develop experimental and innovative programs conceived and implemented in a manner that ensures the quality and integrity of the program.

A technical-occupational degree and certificate program is evaluated on how well it meets its stated objectives and how well the stated objectives fit the needs of the people and businesses served. At the program level, objectives grow out of requirements of the related occupations.

B. Program Evaluation Criteria

The following criteria will be used to evaluate the quality and effectiveness of an institution's technical-occupational degree and certificate program(s). Fully developed guidelines expanding on the program evaluation criteria are available to participating institutions.

\(^2\) Associate in Applied Science programs receiving specialty accreditation status must submit documentation from the specialty accrediting agency to the State Regents in a timely manner.
1. **Degree Requirements.** To award associate degree and certificate programs in technical-occupational areas, an institution must adhere to the minimum requirements for the associate in applied science technical-occupational degree and certificate programs as defined in section I.B. of the *Policy Statement on Undergraduate Degree Requirements and Articulation*.

2. **Graduates.** The crucial criterion for judging technical-occupational degree and certificate program(s) is whether it produces competent graduates who enter the occupation and perform effectively. A program committed to preparation for employment shall engage in systematic efforts to evaluate the occupational competence and success of its students and former students; to improve the efficiency of instruction; and to keep instruction relevant to occupational requirements and student interests and abilities.

3. **Program Objectives.** The objectives of the technical-occupational degree and certificate program(s) must be well defined, clearly stated, and achieved. Specifically, the program objectives must include attracting people in need of occupational skills, graduating students who are occupationally competent, and maintaining satisfactory job placement rates.

4. **Institutional Ethics.** The institution will demonstrate through institutional and program practices that it adheres to clear standards of ethics as it relates to recruiting, advertising, transcripts, fair and equitable student tuition refunds, and student placement services. Ethical practices are demonstrated in ways that include, but are not limited to:

   a. Publishing and widely disseminating materials that are factual, clear, accurate, and reflect the needs of its clientele. Published materials must include the following items:

      (1) Admission policies and requirements for technical-occupational education programs;
      (2) Licensing regulations and other factors that may affect employability;
      (3) Expenses associated with the programs; and
      (4) Disclosure of the institution’s complete accreditation status in a manner that draws the attention of the reader.

   b. Administering fair and equitable refund policies for all students. Confirmation that institutions administer fair and equitable refunds includes providing information to consumers regarding refund policies and procedures and complying with state and federal policies as described below:

      (1) **Consumer information.** The institution will publish refund policies and procedures for all current and prospective students. The policies and procedures must include details and examples of how refunds will be calculated and distributed. Communication of the policies may be in the form of the college catalog, semester class schedule, or included in a schedule of fees. Additionally, institutions must advise current and prospective students of changes in the refund policies or procedures.
2. **State Policy.** Changes in schedules and complete withdrawals from the institution during the defined add/drop period will result in full charges for courses added and full credit for courses dropped. The add/drop period will be printed in the college catalog, semester class schedule, or in a schedule of fees. No refunds will be made after the add/drop period for that session.

3. **Federal Policy.** Students receiving federal financial aid assistance who withdraw from all classes will be subject to the Return of Title IV fund calculations as specified in federal regulations.

c. Following federal Student-Right-To-Know and the American Disabilities Act regulations;

d. Complying with the Federal Right to Privacy Act of 1974 and any other state or local policies concerning the confidentiality of records;

e. Maintaining a cumulative educational record for each student that contains such information as student identification, grades, prerequisites for admission, course of study, and graduation and withdrawal date;

f. Protecting student records against use by unauthorized persons and against loss from improper handling, fire, and vandalism;


g. Issuing transcripts for a reasonable fee upon student request;

h. Ensuring that each technical-occupational education student has a career objective and the school identifies the potential for employment in various occupational fields;

i. Providing counselors/advisors who are active in placement efforts; and

j. Ensuring that the student knows the full cost of the program, licensing regulations, and other factors that may affect employability.

5. **Advisory Committee.** An advisory committee composed of faculty, staff, employers, and practitioners assists in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the occupational community.

6. **Staffing.** The program must be staffed, administered, supplied, and conducted to meet the objectives of the program, develop the occupational competence of students, and contribute to the development of the student's citizenship and social conscience.

7. **Media and Materials.** Instructional media and materials must be current, appropriate, useful, and sufficiently comprehensive to serve the needs of students in the program.

8. **Supplies and Equipment.** There must be adequate and appropriate supplies and equipment to enable the program to achieve its stated objectives.

9. **Instructional Space and Facilities.** There must be adequate instructional space and facilities to allow the program to achieve its stated objectives.
10. **Faculty.** There must be adequate and qualified faculty for the program, given the institution's mission and the character of the program. The number of faculty will meet external standards where appropriate. The qualifications of faculty must support the objectives and curriculum of the program. Faculty qualifications such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions which relate to the proposed program will be summarized. The institution must demonstrate that core program faculty possess the appropriate credentials to support the program.

11. **Internal Program Evaluation.** The institution must set forth program evaluation procedures for the program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes-level student assessment requirements as established by State Regents' policies must be detailed. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and be consistent with the institutional mission.

12. **Recruitment and Admission.** Policies and practices must contribute to fulfilling the institution's technical-occupational education purpose and objectives and to making technical-occupational degree and certificate program education available to qualified applicants. Qualified students are admitted regardless of sex, race, ethnic background, handicap, or any disadvantage.

13. **Research and Evaluation.** These activities must be conducted on a continuing systematic basis as integral parts of technical-occupational degree and certificate programs. All aspects of technical-occupational education must be evaluated and the results used to improve services to the clientele.

14. **Guidance and Counseling.** An organized, coordinated program of guidance and counseling must exist. It should foster maximal development of individual potential by providing institution-wide assistance in the choices, decisions, and adjustments that individuals must make to move through a technical-occupational degree or certificate program and into gainful employment.

15. **Placement.** A formalized procedure must be in operation which provides effective placement and follow-up services.

16. **Student Progress.** Accurate and complete cumulative records of educational accomplishment must be securely and permanently maintained for every student, and transcripts are issued upon student request. Records are confidential and are used to help students achieve their occupational objectives.

17. **Complaint Procedure.** A formalized and effective process to address student complaints must be in place.
PART III: EVALUATION PROCEDURES

A. Purpose

The purpose of this section is to outline the procedures and requirements of the evaluation of an institution's technical-occupational degree and certificate program(s). Three major steps are necessary to evaluate an institution's program(s): (1) an in-depth self-evaluation study; (2) an on-site verification by a team of qualified people from outside the state; and (3) a review and action by the State Regents based on the recommendation of the evaluation team and staff analysis.

B. State Regents' Staff Role in the Evaluation Process

The role of the State Regents' staff in the evaluation process is to select the team and coordinate the logistics and materials in preparation for the evaluation visit. Additionally, staff serves as a liaison between the team and the institution. It is the responsibility of State Regents' staff to inform the team members of their charge and of State Regents’ policies related to the review of the technical-occupational degree and certificate programs. Staff is available as an advisor and facilitator, but will not in any way actively participate in the on-site team's work. In preparation for State Regents' action on the team's report and recommendation, the staff will provide historical, policy, and factual context information to the State Regents.

C. Expenses Incurred for Evaluation Visits

The full cost of the technical-occupational degree and certificate program(s) evaluation which includes such items as the examining team members' consultant fees, travel, lodging and food, in accordance with Oklahoma state travel laws, shall be borne by the institution receiving the service.

D. Self-Study

The institution shall prepare a self-study for each technical-occupational program being reviewed. A representative portion of the institution's administrative staff, faculty, students, governing body, and other appropriate constituencies should be involved in the evaluation process. Guidelines for developing the Technical-Occupational Degree and Certificate Program Self-Study Report will be provided to the institution in advance for use in preparing the report. The guidelines will expand and provide direction on program evaluation criteria.

Four copies of the self-study report and any additional materials shall be submitted to the State Regents' office by January February 1 of the academic year in which the evaluation visit is to take place.

E. On-Site Evaluation

1. Team Selection: Qualified evaluators will be selected from a carefully screened pool of out-of-state individuals who possess the necessary expertise in the programs under review. The State Regents will seek out those persons who are best qualified, regardless
of sex, race, religion, or national origin. One member of the evaluation team will be designated as team chairman and will assume responsibility for leadership in conducting the evaluation and in preparing the team's report. Team members will be required to sign a conflict of interest form provided by the State Regents' office. This form verifies that the individual team member has no direct or indirect association with the institution.

The pool of out-of-state evaluators will be expanded and their applications updated yearly.

2. **Length of the on-site evaluation visit:** Typically the on-site visit will be scheduled for one and one-half to two days or in extenuating circumstances may be scheduled for a shorter or longer period. Staff will determine the length of the visit based upon the number of programs slated for evaluation or extenuating circumstances. The dates will be determined by staff who will coordinate with the institution before confirming the dates in writing. The on-site visit must provide for sufficient time for adequate discussion of criteria with the appropriate constituencies. This will ensure a thorough review of the criteria by the evaluation team and allow for opportunities for meaningful independent analysis by the evaluation team.

3. **On-site interviews:** An integral and critical component of the on-site evaluation is the interview process. The team will have scheduled interviews with key administrative staff, faculty, students, governing body, local industry, and other appropriate constituencies.

**F. Post Evaluation Visit**

1. **Team Report and Recommendation:** Following the on-site evaluation visit, the team will prepare a report of its visit to the institution consistent with the scope of the evaluation detailed in the team charge. The team chairman will be responsible for preparing and submitting the complete team report to the Chancellor's office within ten working days following the evaluation visit. The report will provide a fair and balanced view of the strengths and weaknesses of the technical-occupational degree and certificate program(s) at the time of the visit. With respect to weaknesses, the team should identify the specific criteria not met.

A statement of recommendation will be included in the evaluation team's report and shall be supported by a clear and explicit rationale based on the State Regents' criteria. The recommendation must be consistent with this policy and will be one of the following:

**Recommendation for Unqualified Continuation (5 years):** New or established degree or certificate program(s) of this type meet the criteria and procedures established by the State Regents.

**Recommendation for Continuation (1-4 years):** A new or established program with this designation does not meet the standards for unqualified continuation as required by the State Regents. The team shall recommend measurable goals and timelines to correct deficiencies in the program(s). Within two months of the State Regents accepting the
Recommendation for Discontinuation: The program does not meet the criteria established by the State Regents and is recommended for discontinuance.

2. Institutional Response: Upon receipt of the team report, the Chancellor will forward a copy of the report and recommendation to the president of the institution. Institutional representatives will be afforded an opportunity to correct any factual errors in the report. The team's evaluative comments and findings may not be modified by the institution. Thereafter, the draft report will be finalized and will be deemed formally submitted to the Chancellor.

3. State Regents' Action: The Chancellor will submit to the State Regents with his recommendation the team's report and its recommendation. The president of the institution will be notified, in writing, of State Regents' action.

G. Procedures for Appeal of Adverse Action

1. In the event of an adverse action by the State Regents, the president of the institution may request an appeal of that action by filing a letter of request with the Chancellor's office within fifteen days following notification. Upon receipt of an appeal, the State Regents will schedule a hearing at a regular meeting, and will provide opportunity for the institution to be heard and present evidence concerning any adverse action growing out of the evaluation report and recommendations of State Regents' staff. An institution whose appeal is pending will have the approval status of its programs continued during the appeal process.

2. The State Regents will make a final determination based upon the evaluation report and the evidence presented by the institution at the appeal hearing. In the event of an adverse ruling, the State Regents shall provide the president of the institution with the reason or reasons for the decision rendered. An adverse judgment by the State Regents at the appeal hearing will be final, and no further appeal will be entertained. The president of the institution will be notified by letter of State Regents' action following the meeting.

3. The institution whose appeal has been denied may submit a request for a new evaluation one year after the appeal is denied. The Chancellor may authorize consideration of reapplication prior to the one-year period under special circumstances.

PART IV: COMPLAINT PROCEDURE

Complaints submitted in writing to the Chancellor will be addressed using the procedures outlined below. However, if more time is needed to resolve the complaint, the individual who filed it will be advised within the time frame noted below, be given a target date for resolution, and receive a final report within 10 days after resolution.
1. The individual who files the complaint will receive a written response within 10 working days. The letter will contain the following information: 1) acknowledgement of the complaint, and 2) an explanation of the complaint procedures and a target date for resolution (within 45 working days);

2. The Chancellor will forward the complaint to the institutional president within 15 working days of receipt;

3. The President or his/her designee will investigate the complaint and provide a written report to the Chancellor on the handling and disposition of the complaint within 20 working days; and

4. When the written report is received, the Chancellor will send a copy to the individual who filed the complaint within 10 working days.

**PART V: REPORTING**

The State Regents' and institutional staff will gather, analyze, and make available annually to the institution the following information: (1) five-year history of degrees conferred; (2) five-year history of fall head count enrollment; (3) average time-to-graduation; (4) pass rates of graduates on required standardized certification or licensure examinations, if available; and (5) number of graduates found employed through the use of the unemployment insurance database maintained by the OESC. These data will be part of the State Regents' review of these degree and certificate programs along with the self-study by the institution and the evaluation report by the team.

An annual report will be submitted to the State Regents listing each participating institution and their approved programs.

**PART VI: ANNUAL POLICY REVIEW**

This policy requires an annual review by the Council on Instruction's Committee on Technical-Occupational Programs. This committee will serve as the working committee designed to review the policy and draw upon outside technical-occupational expertise as appropriate. The self-study guidelines and the program evaluation criteria will be reviewed and updated as needed.

The Technical-Occupational Council, with representation from public employment services, employers, employees, postsecondary vocational educators, students and the general public (including minority groups) will meet at least twice yearly. The function of the council is to advise the State Regents in development of standards, operating procedures and policy, and interpretation of the educational needs and manpower projections of the state's public postsecondary vocational education system.

This policy becomes effective immediately upon approval by the State Regents.

Approved March 29, 1996. Revised December 1, 2000, and September 14, 2001, and XXX.
AGENDA ITEM #10-a:

Policy – Institution.

SUBJECT: Increased Admission Standards: Oklahoma State University (OSU).

RECOMMENDATION:

It is recommended that the State Regents approve OSU’s request to increase admission standards incrementally as described.

BACKGROUND:

Admission of First-Time Entering Students

In 1987-88, entering freshmen at Oklahoma’s two comprehensive universities had the lowest average ACT scores, the highest freshman dropout rates, and the lowest graduation rates in the Big 8 Conference. As a result, in 1988, the State Regents adopted a multi-year phase-in of increased admission standards at the comprehensive as well as regional universities. Entering students are required to score higher on the ACT or earn better grades in high school to enroll at either of these two tiers. These higher standards encourage high school students to take more academic core courses. By 1998, the University of Oklahoma (OU) and OSU had significantly improved student performance rates in these three categories.

The standards for first-time entering freshmen adopted by the State Regents in 1988 for the comprehensive universities became effective with the fall 1992 semester. The standards required students entering OU and OSU to earn either an ACT or SAT score in the top 33.3 percent of Oklahoma students or to be in the top 33.3 percent of their high school graduating class and earn a minimum GPA on all high school coursework. In 1999, the State Regents adopted a third admission option for students. The third option allowed OU and OSU to admit students who had earned a GPA in the top 33.3 percent on the required 15-unit high school core curriculum required for admission. OSU currently maintains these performance admission standards.

OU has increased admission standards several times since the original standards were adopted in 1988:

- In 1998, the State Regents approved a request to raise the minimum ACT/SAT score and class rank, effective fall 2000.
- In 2000, the State Regents approved a request to add a minimum ACT/SAT score to the third admission option for OU.
- In 2001, the State Regents approved a request to establish separate higher admission standards for nonresidents.
In 2002, the State Regents approved a request for more delineated automatic admission and space available admission for residents.

Currently, OU’s admission standards for first-time entering freshmen are:

<table>
<thead>
<tr>
<th>Admission Options</th>
<th>Current OU Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1:</strong> ACT/SAT</td>
<td>Residents: 24/1090; Nonresidents²: 26/1170</td>
</tr>
<tr>
<td><strong>Option 2:</strong> High School GPA and Class Rank</td>
<td>Residents: 3.0 and top 25%; Residents²: 3.0 and top 33%; Nonresidents¹: 3.5 and top 25%</td>
</tr>
<tr>
<td><strong>Option 3:</strong> High School GPA in the 15-Unit Core</td>
<td>Residents² and Nonresidents¹: 3.0 and ACT 22/SAT 1020</td>
</tr>
</tbody>
</table>

¹ Nonresidents not meeting these standards, but otherwise meeting admission standards for resident students, may be placed on a waiting list and evaluated according to state policy.
² OU residents meeting these standards will be placed on a waiting list and evaluated according to stated policy.

Since the posting of these revisions by the State Regents at the April 1, 2004 meeting, OU has requested to add a minimum high school GPA or class rank requirement to the standardized test admission option (see the OU Admission Policy agenda item).

The following describes OSU’s current and proposed admission standards for first-time entering freshmen:

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1:</strong> ACT/SAT</td>
<td>22/1020</td>
<td>23/1060</td>
<td>24/1090</td>
<td>24/1090</td>
</tr>
<tr>
<td><strong>Option 2:</strong> High School GPA and Class Rank</td>
<td>3.0 and top 33.3%</td>
<td>3.0 and top 33.3%</td>
<td>3.0 and top 33.3%</td>
<td>3.0 and top 25%</td>
</tr>
<tr>
<td><strong>Option 3:</strong> High School GPA in the 15-Unit Core</td>
<td>3.0</td>
<td>3.0 and ACT 20 or SAT 940</td>
<td>3.0 and ACT 21 or SAT 980</td>
<td>3.0 and ACT 21 or SAT 980</td>
</tr>
</tbody>
</table>

Admission by Transfer

Current State Regents’ policy on admission by transfer requires that students meet the institution’s retention GPA standard based on at least 24 attempted semester credit hours of regularly graded work. In 2001, the State Regents approved a request from OU to raise its minimum standard GPA for transfer students. All students transferring to OU with less than 60 credit hours are required to have a GPA of 2.5. Those with over 60 hours are required to have a GPA of 2.0.

OSU has requested the following revisions to its admission standards for transfer students:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Current OSU Standard</th>
<th>Proposed for Summer 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-23 hours</td>
<td>1.7 retention/graduation GPA for residents; 2.0 retention/graduation GPA for nonresidents; plus satisfy freshman admission requirements</td>
<td>2.25 retention/graduation GPA and satisfy freshman admission requirements</td>
</tr>
<tr>
<td>Hours</td>
<td>GPA Requirements</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>24-30</td>
<td>1.7 retention/graduation GPA for residents; 2.0 GPA for nonresidents</td>
<td></td>
</tr>
<tr>
<td>24-59</td>
<td>2.25 GPA</td>
<td></td>
</tr>
<tr>
<td>31+</td>
<td>2.0 GPA</td>
<td></td>
</tr>
<tr>
<td>60+ or more</td>
<td>2.0 GPA</td>
<td></td>
</tr>
</tbody>
</table>

**POLICY ISSUES:**

The State Regents' "Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System" establishes admission requirements and principles for institutions. The policy encourages institutions to establish higher admission standards: "Institutional and individual programs' admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents."

**ANALYSIS:**

Proposed Changes

(1) OSU has proposed three changes to the standards for summer 2005:

- raising the minimum ACT and SAT requirement to 23 and 1060, respectively, under Option 1;
- adding a minimum 20 ACT or 940 SAT composite score to Option 3; and
- raising the transfer admission standards to a 2.25 GPA for students entering with less than 60 hours.

(2) For summer 2006, the following two changes are proposed:

- raising the minimum ACT and SAT requirements to 24 and 1090, respectively, under Option 1; and
- raising the minimum ACT and SAT composite scores to 21 and 980, respectively, under Option 3.

(3) For summer 2007, OSU has proposed that students admitted under Option 2 to be in the top 25 percent of the high school graduating class.

Since the State Regents posted this revision at the April 1, 2004 meeting, OSU has requested that the revisions also be effective for high school seniors requesting concurrent admission. The standards for high school juniors, which are higher than first-time freshman standards, will remain the same.

Incremental increases are requested to give prospective students and high school counselors time to prepare for the increases and to lessen the impact of any revenue loss that may occur as a result of the possible decreased enrollments. Additionally, raising the standards incrementally will allow time for public response.
Enrollment Projections

Over the past five years, OSU’s total enrollment has grown from 21,087 to 23,571, an 11 percent increase. Additionally, OSU’s first-time freshman enrollments have steadily increased in recent years—from 2,489 in 1997 to 3,486 in 2003. About 90 percent of OSU’s first-time freshmen are aged 17-19.

With the proposed admission standards applied to OSU’s 2003 freshmen class, OSU projects that its future freshman classes would be reduced by 7 percent in 2005, 12 percent in 2006, and 16 percent in 2007 as a result of the proposed increases. OSU has provided the following projections for freshman admission due to the increased standards:

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma High School Graduates</td>
<td>38,801</td>
<td>38,936</td>
<td>38,562</td>
<td>37,828</td>
<td>37,942</td>
<td>38,104</td>
</tr>
<tr>
<td>OSU Freshman Applications</td>
<td>5,702</td>
<td>6,629</td>
<td>6,960 (+5%)</td>
<td>7,308 (+5%)</td>
<td>7,673 (+5%)</td>
<td>8,057 (+5%)</td>
</tr>
<tr>
<td>OSU Freshmen Admitted</td>
<td>5,229</td>
<td>5,930</td>
<td>6,194 (-7%)</td>
<td>6,048 (-12%)</td>
<td>6,023 (-16%)</td>
<td></td>
</tr>
<tr>
<td>OSU Freshman Class</td>
<td>3,324</td>
<td>3,486</td>
<td>3,592</td>
<td>3,507</td>
<td>3,486</td>
<td>3,493</td>
</tr>
</tbody>
</table>

When approved and fully implemented, OSU’s admission standards will be similar to OU’s admission standards. The required ACT score for the third admission option (OU requires a 22, OSU will require a 21) and the transfer GPA for students with less than 60 credit hours (OU requires a 2.5 and OSU will require a 2.25) will be different. OU has also requested to add a minimum high school GPA or class rank requirement to the standardized test admission option.

At OU, the increase in admission standards has been accompanied by increases both in enrollment and student retention. In fall 1989, OU enrolled 2,421 first-time entering freshmen. In fall 2001, OU enrolled 3,748 first-time entering freshmen. In 1988, OU had a first to second year retention rate of 71.4 percent. By 2000, the retention rate had increased to 83 percent. It is likely that the same can be expected at OSU with increased admission standards.

RECOMMENDATION:

Increasing admission standards will help OSU better manage its enrollment and still preserve the quality academic experiences of freshman and transfer students. At the same time, increasing OSU’s admission standards should increase graduation rates by improving students’ potential for academic success. In turn, these efforts will support the goals of Brain Gain 2010 by increasing the number of college degree holders in Oklahoma.

Each time the State Regents raise the expectations for student performance, students respond. Additionally, the NOC-OSU Gateway Program provides an excellent opportunity for students who are not qualified for OSU admission (see the NOC-OSU Gateway Program agenda item). The OSU Board of Regents approved the proposed revisions at the March 5, 2004 meeting. It is recommended that the State Regents approve OSU’s request to increase admission standards as described above.

Attachments
C. \textbf{Minimum High School Performance Criteria for Admission of First-Time-Entering Students} by Type of Institution

1. \textit{Comprehensive Universities}
   
   University of Oklahoma (OU)
   Oklahoma State University (OSU)

   Any individual\textsuperscript{4} who: (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED);\textsuperscript{5} (b) has met the curricular requirements as set forth in Part I.A of this policy; (c) has participated in the American College Testing program or a similar acceptable battery of tests; and (d) meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the comprehensive universities in the State System.

| Minimum Performance-Based Admission Standards: Comprehensive Universities |
|-------------------------------------------------|-----------|-------------|
| **Standardized Tests**                          | **ACT or SAT** | **Top 33.3\%** |
| OR                                              |            |             |
| High School Performance A                       | GPA*6 (All Courses) and Class rank\textsuperscript{7} | Top 33.3\% |
| OR                                              |            |             |
| High School Performance B                       | GPA*8 in State Regents’ Required H.S. Core | Top 33.3\% |

\textsuperscript{3}First-time-entering student: A student with six or fewer attempted credit hours, excluding remedial (0-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

\textsuperscript{4}If there is an enrollment limit, Oklahoma residents will be given priority.

\textsuperscript{5}GED recipient’s high school class must have graduated to be eligible for admission. The president or his/her designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

\textsuperscript{6}Grade-Point Average A: The grade-point average is the average of all grades (“A” equating to 4.00 and “D” equating to 1.00) taken in the 9th through 12 grades. While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.

\textsuperscript{7}Class Rank - The class rank is one more than the number of students in the high school graduating class who have a grade-point average greater than the student in question.

\textsuperscript{8}Grade-Point Average B: The grade-point average is the average of all grades (“A” equating to 4.00 and “D” equating to
The University of Oklahoma (OU) is authorized to assume higher standards as follows:

- Higher test score and class rank as approved by the State Regents in October 1998.
- An ACT minimum requirement on the High School Performance B option as approved by the State Regents in December 2000.
- Higher admission standards for nonresident students as approved by the State Regents in February 2001.
- Delineated automatic admission and space available admission for residents beginning summer 2003 as approved by the State Regents in June 2002.

The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents’ approval and current standards are published annually and available from each institution or the State Regents.

The exact standardized test scores and GPA will vary over time, and may differ at each comprehensive institution. The GPA will be defined annually to correspond to the rank in class. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score will be updated as necessary.

**The GPA will be defined annually to correspond to the rank in class.**

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1.00) taken in the 9th through 12th grades. Institutions shall add a standard weighting (1.0) to The College Board’s Advanced Placement courses and the International Baccalaureate Organization’s higher-level courses (an “F” remains zero). While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.
E. Minimum Standards for Admission by Transfer13,*

1. Undergraduate Students Entering by Transfer From a State System Institution

An Oklahoma State System student who wishes to transfer to another State System institution may do so under the following conditions:

a. If the student originally met both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer, the student must have a grade point average high enough to meet the institution's retention standards to which the student wishes to transfer, or as defined in Part II of this policy.

b. If the student originally met the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer, the student must have a grade point average high enough to meet the institution's retention standards to which the student wishes to transfer, based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work; or

c. If the student originally met the performance but not the curricular requirements of the institution to which the student wishes to transfer, the student must have a grade point average high enough to meet that institution's retention standards to which the student wishes to transfer as defined in Part II of this policy and must also complete the curricular requirements before transferring; or

d. If the student originally did not meet either the curricular or the performance requirements of the institution to which the student wishes to transfer, the student must have a grade point average high enough to meet the institution's retention standards to which the student wishes to transfer, based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.

* The University of Oklahoma was authorized to assume higher standards beginning fall 2002 and Oklahoma State University was authorized beginning fall 2005 to assume higher standards (minimum GPA requirements based on number of credit hours earned) for admission by transfer.

13 Transfer Student: Any undergraduate student with greater than six attempted credit hours, excluding remedial (0-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.
Attachment 3

Excerpt from the State Regents’ POLICY STATEMENT ON ADMISSION TO, RETENTION IN, AND TRANSFER AMONG COLLEGES AND UNIVERSITIES OF THE STATE SYSTEM

D. Concurrent Enrollment of High School Students

1. A twelfth grade student enrolled in an accredited high school may, if s/he meets the requirements set forth below, be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

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</tr>
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<td>Two-Year Colleges</td>
<td>ACT/SAT at 42nd percentile</td>
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OU and OSU have been authorized to set separate higher admission standards for twelfth grade students based on freshman admission standards. Revisions are made with State Regents’ approval and current standards are published annually and available from the institution or the State Regents. OU is authorized to assume higher standards in fall 2000 (test score and class rank) as set by the State Regents in October 1998.

a. Additionally, students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their counselor and written permission from their parents or legal guardian.

2. An eleventh grade student enrolled in an accredited high school may, if s/he meets requirement (a) listed above and the additional minimum requirements set forth below, be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student.

11 High school students wishing to enroll concurrently in college courses must meet the admission standards detailed below and the assessment requirements in the “Policy on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability.” The American College Test (ACT) standard is based on Oklahoma norms and the Scholastic Aptitude Test (SAT) standard is based on national norms.
3. A student receiving high-school-level instruction at home or from an unaccredited high school may be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student if s/he meets the requirements set forth below:

   a. S/he must be 17 years of age or older and must meet the minimum requirements set forth below. **Institutions may request higher standards.**

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   OU and OSU have been authorized by the State Regents to set separate higher admission standards for students 17 years of age or older and receiving instruction at home or from an unaccredited institution based on freshman admission standards. Revisions are made with State Regents’ approval and current standards are published annually and available from the institution or the State Regents.

   b. Or s/he must be 16 years of age and must meet the **minimum requirements** set forth below.

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<td>ACT/SAT at 58th percentile</td>
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Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college. The collegiate experience is present in four environments:
(1) High school students enrolled on a college or university campus in a course with collegiate students enrolled;

(2) High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled;

(3) High school students enrolled in a course with collegiate students enrolled at an established off-campus site with a regular program of study (defined as at least one Associate in Arts, Associate in Science, or Baccalaureate degree).

(4) High school students enrolled at other off-campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty\(^{12}\) whose primary employment is as a faculty member at the institution delivering the course. Exceptions may be upon request to the Chancellor.

A high school student admitted under the provision set forth above may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

The completion of the high school curricular requirements set forth in Part I.A. of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the assessment requirements for college placement. Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies.

A high school student concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if s/he achieves a college cumulative grade-point average of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the entrance requirements of the receiving institution, including the high school curriculum requirements, and subject to the State Regents' retention standards.

\(^{12}\) "Regular faculty" is defined as a person qualified for appointment to the regular faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.
All other students not qualified by grade level as specified in section I.D. might be considered for full enrollment or concurrent enrollment under the Opportunity Admission Category.
AGENDA ITEM #10-b:

Policy – Institution.

SUBJECT: Increased Admission Standards: University of Oklahoma (OU).

RECOMMENDATION:

It is recommended that the State Regents post OU’s request to increase performance admission standards for first-time freshmen effective summer 2005.

BACKGROUND:

In 1987-88, entering freshmen at Oklahoma’s two comprehensive universities had the lowest average ACT scores, the highest freshman dropout rates, and the lowest graduation rates in the Big 8 Conference. As a result, in 1988, the State Regents adopted a multi-year phase-in of increased admission standards at the comprehensive and regional universities. Entering students are required to score higher on the ACT or earn better grades in high school to enroll at either of these two tiers. These higher standards encourage high school students to take more academic core courses. OU and Oklahoma State University (OSU) have significantly improved student performance rates in these three categories since the higher standards have been in effect.

The standards for first-time entering freshmen adopted by the State Regents in 1988 for the comprehensive universities became effective with the fall 1992 semester. The standards required students entering OU and OSU to earn either an ACT or SAT score in the top 33.3 percent of Oklahoma students or to be in the top 33.3 percent of their high school graduating class and earn a minimum GPA on all high school coursework. In 1999, the State Regents adopted a third admission option for students. The third option allowed OU and OSU to admit students who had earned a GPA in the top 33.3 percent on the required 15-unit high school core curriculum required for admission.

OU has increased admission standards several times since the original standards were adopted in 1988:

- In October 1998, the State Regents approved a request to raise the minimum ACT score to 24 and class rank to the top 30 percent, compared to the State Regents’ standard of an ACT score of 22 and class rank of the top 33.3 percent.

- In December 2000, the State Regents approved OU’s request to add a minimum ACT score of 22 to the 15-unit core curriculum 3.0 grade point average (GPA) admission option.

- In February 2001, the State Regents approved OU’s request to establish new admission standards for nonresident applicants. These changes included raising the ACT score required of nonresidents from 24 to 26 or requiring a 3.5 GPA and top 25 percent class rank for non-resident student admission.
• In October 2001, the State Regents approved OU’s request to raise admission standards for transfer students. This change included raising the GPA required for admission from 1.7 for students with 7 to 30 credit hours and 2.0 for students with more than 30 hours to 2.5 for all students with less than 60 hours.

• In June 2002, the State Regents approved OU’s request to increase the standards for automatic admission to the top 25 percent of the high school class and to put those in the top 26 to 30 percent or requesting admission in the third option (GPA in 15-unit core high school curriculum) on a waiting list.

The increases in admission standards at OU have been accompanied by increases both in enrollment and student retention. In fall 1989, OU enrolled 2,421 first-time entering freshmen. In fall 2001, OU enrolled 3,687 first-time entering freshmen. In 1988, OU had a first to second year retention rate of 71.4 percent. By 2002, the retention rate had increased to 84 percent. It is likely that this upward trend in persistence rates will continue.

To fulfill its mission of providing the best possible educational experience for Oklahoma’s brightest students, OU is working to increase the quality of its educational programs. OU officials are attempting to ensure that admission standards are set to attract those students who are prepared to be successful in a rigorous academic environment, while continuing to serve Oklahoma students.

POLICY ISSUES:

The State Regents' "Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System" establishes admission requirements and principles for institutions. The policy encourages institutions to establish higher admission standards: "Institutional and individual programs' admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents."

ANALYSIS:

OU has requested the following change in its admission requirements for Oklahoma resident applicants:

<table>
<thead>
<tr>
<th>CURRENT OU REQUIREMENT</th>
<th>PROPOSED REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Automatic Admission</strong></td>
<td><strong>Automatic Admission</strong></td>
</tr>
</tbody>
</table>
| • 24 ACT or 1090 SAT composite **OR**  
  • 3.0 high school GPA and top 25% of class | • 24 ACT or 1090 SAT composite AND either a 3.0 high school GPA or top 50% of class **OR**  
  • 3.0 high school GPA and top 25% of class |
| Admitted on Space Available Basis* | Admitted on Space Available Basis* |
| • 3.0 high school GPA and top 26-30% of class  
  • 3.0 high school GPA in State Regents’ 15-unit core curriculum and 22 ACT or 1020 SAT | • 24 ACT or 1090 composite with less than 3.0 high school GPA or bottom 50 % of class  
  • 3.0 high school GPA and top 26-30% of class  
  • 3.0 high school GPA in State Regents’ 15-unit core curriculum and 22 ACT or 1020 SAT |

* Applicants who do not meet the automatic admission requirement but who otherwise meet the minimum standards for resident students will be placed on a waiting list and notified of that status.
The revisions will impact three special categories of freshmen applicants and high school seniors applying for concurrent enrollment admission. For students from unaccredited high schools, the high school GPA and class rank will be used to determine eligibility. For home schooled applicants, the home school GPA will be used to determine eligibility. For GED applicants, a score at or above the average standard GED score will serve as a substitute for the high school GPA. High school seniors applying for concurrent enrollment will also have to meet the new freshman admission standards. Concurrent admission standards for high school juniors, which are higher than first-time freshman standards, will remain the same.

OU estimates that 150 to 200 applicants who would have previously been automatically admitted will be directed to the waiting list. Applicants on the waiting list are reviewed periodically and admitted on a space available basis taking into consideration ACT/SAT scores, GPA, class rank and the date on which the application was received.

OU’s Graduation and Retention Task Force reviewed student retention and graduation rates among undergraduates. One consistent finding from the review was that students with adequate standardized test scores but whose high school GPA was below 3.0 or whose rank was in the bottom 50 percent of their high school graduating class had lower persistence and graduation rates. While the 1997 OU freshman class graduated at a 54 percent rate after six years, the students admitted with adequate standardized test scores but with GPAs below 3.0 or in the bottom half of the high school class graduated at only a 15 percent rate after six years. Additionally, while the 2002 OU freshman class persisted to the second year at an 83 percent rate, these students persisted to the second year at only a 70 percent rate.

OSU has also requested increased admission standards for first-time freshmen (see the OSU Admission Policy agenda item). The increases would be implemented incrementally beginning summer 2005 with full implementation by summer 2007. Once approved and fully implemented, OSU’s standards would be similar to OU’s current standards, with the exception of the proposed revision to add a high school GPA or class rank requirement to the required standardized test score and the currently required ACT score for the third admission option—OU requires a 22 and OSU will require a 21.

**RECOMMENDATION:**

This request is consistent with the goals of the State Regents’ *Brain Gain 2010* initiative to increase the number of Oklahoma residents earning a college degree by promoting academic success and improving the probability of degree completion.

Each time the State Regents raise the expectations for student performance, students respond. The OU Graduation and Retention Task Force and Enrollment Management Board reviewed and endorsed the proposed revisions. Additionally, the OU Board of Regents approved the proposed revisions at its March 24, 2004 meeting.
The attached excerpts from the State Regents’ Admission Policy highlight the revisions related to OU’s request. It is recommended that the State Regents post OU’s request to increase performance admission standards for first-time freshmen effective summer 2005.

Attachments
D. **Minimum High School Performance Criteria for Admission of First-Time-Entering Students** by Type of Institution

1. **Comprehensive Universities**
   University of Oklahoma (OU)
   Oklahoma State University (OSU)

Any individual who: (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED); (b) has met the curricular requirements as set forth in Part I.A of this policy; (c) has participated in the American College Testing program or a similar acceptable battery of tests; and (d) meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the comprehensive universities in the State System.

<table>
<thead>
<tr>
<th>Minimum Performance-Based Admission Standards: Comprehensive Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standardized Tests</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>High School Performance A</td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>High School Performance B</td>
</tr>
</tbody>
</table>

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3First-time-entering student: A student with six or fewer attempted credit hours, excluding remedial (0-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

4If there is an enrollment limit, Oklahoma residents will be given priority.

5GED recipient’s high school class must have graduated to be eligible for admission. The president or his/her designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request. OU is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

6Grade-Point Average A: The grade-point average is the average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12 grades. While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.

7Class Rank - The class rank is one more than the number of students in the high school graduating class who have a grade-point average greater than the student in question.

8Grade-Point Average B: The grade-point average is the average of all grades ("A" equating to 4.00 and "D" equating to
The University of Oklahoma (OU) is authorized to assume higher standards as follows:

- Higher test score and class rank as approved by the State Regents in October 1998.
- An ACT minimum requirement on the High School Performance B option as approved by the State Regents in December 2000.
- Higher admission standards for nonresident students as approved by the State Regents in February 2001.
- Delineated automatic admission and space available admission for residents beginning summer 2003 as approved by the State Regents in June 2002.

The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents’ approval and current standards are published annually and available from the institution or the State Regents.

The exact standardized test scores and GPA will vary over time, and may differ at each comprehensive institution. The GPA will be defined annually to correspond to the rank in class. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score will be updated as necessary. OU is authorized to require a minimum high school GPA or class rank to correspond with standardized test scores.

**The GPA will be defined annually to correspond to the rank in class.**

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1.00) taken in the 9th through 12th grades. Institutions shall add a standard weighting (1.0) to The College Board’s Advanced Placement courses and the International Baccalaureate Organization’s higher-level courses (an “F” remains zero). While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.
4. Home Study or Non-Recognized Accredited or Unaccredited High Schools

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

a. The student must have participated in the American College Testing ACT or Scholastic Aptitude Test SAT program and achieved the requisite composite score, as defined by the State Regents, for admission to the institution s/he wishes to attend as defined in Part I above. OU is authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite composite score.

b. The student's high school class of his or her peers must have graduated. (The president or his/her designee may allow exceptions for GED recipients on an individual student basis).

c. The student must satisfy the high school curricular requirements for the institution to which s/he is applying, as certified by the school or for home study, the parent.
D. Concurrent Enrollment of High School Students

1. A twelfth grade student enrolled in an accredited high school may, if s/he meets the requirements set forth below, be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

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OU and OSU have been authorized to set separate higher admission standards for twelfth grade students based on freshman admission standards. Revisions are made with State Regents’ approval and current standards are published annually and available from the institution or the State Regents. OU is authorized to require a minimum class rank or high school GPA in addition to the ACT or SAT score, assume higher standards in fall 2000 (test score and class rank) as set by the State Regents in October 1998.

a. Additionally, students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their counselor and written permission from their parents or legal guardian.

2. An eleventh grade student enrolled in an accredited high school may, if s/he meets requirement (a) listed above and the additional minimum requirements set forth below,
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3. A student receiving high-school-level instruction at home or from an unaccredited high school may be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student if s/he meets the minimum requirements set forth below:

a. S/he must be 17 years of age or older and must meet the minimum requirements set forth below. Institutions may request higher standards.

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OU and OSU have been authorized by the State Regents to set separate higher admission standards for students 17 years of age or older and receiving instruction at home or from an unaccredited institution based on freshman admission standards. Revisions are made with State Regents’ approval and current standards are published annually and available from the institution or the State Regents. OU is authorized by the State Regents to require a minimum class rank or high school GPA in addition to the ACT or SAT score.

b. Or s/he must be 16 years of age and must meet the minimum requirements set forth below.

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Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced
by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college. The collegiate experience is present in four environments:

(1) High school students enrolled on a college or university campus in a course with collegiate students enrolled;

(2) High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled;

(3) High school students enrolled in a course with collegiate students enrolled at an established off-campus site with a regular program of study (defined as at least one Associate in Arts, Associate in Science, or Baccalaureate degree).

(4) High school students enrolled at other off-campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty\textsuperscript{12} whose primary employment is as a faculty member at the institution delivering the course. Exceptions may be upon request to the Chancellor.

A high school student admitted under the provision set forth above may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

The completion of the high school curricular requirements set forth in Part I.A. of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the assessment requirements for college placement. Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies.

A high school student concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if s/he achieves a college cumulative grade-point average of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the

\textsuperscript{12} "Regular faculty" is defined as a person qualified for appointment to the regular faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.
student meets the entrance requirements of the receiving institution, including the high school curriculum requirements, and subject to the State Regents' retention standards.

All other students not qualified by grade level as specified in section I.D. might be considered for full enrollment or concurrent enrollment under the Opportunity Admission Category.
AGENDA ITEM #11:

New Programs.

SUBJECT: Oklahoma Panhandle State University (OPSU). Approval of request to offer the Bachelor of Arts in Spanish.

RECOMMENDATION:

It is recommended that the State Regents approve OPSU’s request to offer the Bachelor of Arts in Spanish with the stipulation that continuation of the program beyond fall 2007 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of 20 majors in fall 2006 and graduate a minimum of 5 students in 2006-07.

BACKGROUND:

Academic Plan

OPSU’s Academic Plan lists the following institutional priorities:

- implement new academic unit, the University College;
- centralize instructors, advisement, monitoring, and administration for developmental classes;
- increase the number of graduates from associate degree programs;
- improve services to the growing Hispanic population in the region;
- develop more online, ITV instruction; and
- expand summer programs, particularly in the areas of education and developmental studies.

APRA Implementation

Since 1991-92, OPSU has added 6 degree programs and deleted 18 degree programs.

Program Review

OPSU offers 31 degree programs (4 associate, 2 associate in applied science, and 25 baccalaureate), all of which were reviewed in the past five years. All programs are scheduled for review during the next five-year cycle consistent with State Regents’ policy, with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OPSU aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.
Program Development Process

OPSU faculty developed the proposal, which was reviewed and approved by institutional officials and OPSU’s governing board.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

Bachelor of Arts in Spanish

Program purpose. The proposed program will provide students with the Spanish language skills to be more employable in an region with an increasing Hispanic presence.

Program rationale/background. OPSU has observed a dramatic increase in the Hispanic and Spanish-speaking population in its service area, with increased needs for qualified, bilingual personnel in a variety of fields. The proposed program is in response to these changes, and will be an expansion of the Spanish offerings currently available on the OPSU campus.

Employment opportunities. With the increasing Hispanic and Spanish-speaking population in northwestern Oklahoma, specifically in the panhandle region, there are increasing needs to conduct business in Spanish, provide human services to this population, and provide more bilingual teachers. OPSU anticipates this program will help current students and local employees to gain bilingual skills to meet these needs and fill positions created as a result of these demographic changes.

Student demand. The proposed program is expected to enroll a minimum of 20 majors in fall 2006 and graduate a minimum of 5 students in 2006-07.

Duplication/Impact on existing programs. Northeastern State University, Northwestern Oklahoma State University, Oklahoma State University, Southeastern Oklahoma State University, and the University of Oklahoma offer bachelor of arts in Spanish programs. Due to the perceived demand in the northwestern panhandle region of Oklahoma for the program and the distance between locations, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of 124 total credit hours, including 41 credit hours of general education, 45 credit hours in the degree program core, 18-24 credit hours in a minor area, and 14-20 credit hours in electives. Attachment A details the proposed curriculum. Eight new courses will be added to support the program and are asterisked.

Faculty and staff. Existing OPSU faculty will teach the proposed degree program, implementing a rotational schedule to offer the major courses.

Support services. The libraries, facilities, and equipment are adequate.

Financing. No additional funds are required.

Attachment
## OKLAHOMA PANHANDLE STATE UNIVERSITY
### BACHELOR OF ARTS IN SPANISH

<table>
<thead>
<tr>
<th>General Education</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Communications</strong></td>
<td>SPAN 1114 Elementary Spanish I</td>
</tr>
<tr>
<td>9</td>
<td>SPAN 1224 Elementary Spanish II</td>
</tr>
<tr>
<td>ENGL 1113 -- Freshman Comp.</td>
<td>SPAN 2113 Intermediate Spanish I</td>
</tr>
<tr>
<td>ENGL 1213 -- Freshman Comp.</td>
<td>SPAN 2223 Intermediate Spanish II</td>
</tr>
<tr>
<td>SPCH 1113 -- Speech Comm.</td>
<td>SPAN 3073 Peninsular Lang., Lit. &amp; Cult. I</td>
</tr>
<tr>
<td>B. Mathematics</td>
<td>SPAN 3173 Peninsular Lang., Lit. &amp; Cult. II</td>
</tr>
<tr>
<td>3</td>
<td>SPAN 3083 Latin American Lang., Lit., &amp; Cult. I</td>
</tr>
<tr>
<td>MATH 1513 -- College Algebra OR MATH 1473 Math for Critical Thinking</td>
<td>SPAN 3183 Latin American Lang., Lit., &amp; Cult. II</td>
</tr>
<tr>
<td>C. History &amp; Government</td>
<td>ELECTIVES to reach 45 hours in major</td>
</tr>
<tr>
<td>6</td>
<td>Select from:</td>
</tr>
<tr>
<td>HISTORY</td>
<td>*SPAN 3113 Advanced Spanish Grammar</td>
</tr>
<tr>
<td>HIST 1313 Early US History OR HIST 1323 Late US History</td>
<td>*SPAN 3233 Advanced Spanish Conversation</td>
</tr>
<tr>
<td>*SPAN 3113 Advanced Spanish Grammar</td>
<td>*SPAN 3303 Advanced Spanish Composition</td>
</tr>
<tr>
<td>D. Science</td>
<td>SPAN 4000 Problems in Spanish (1-3 hours)</td>
</tr>
<tr>
<td>8</td>
<td>SPAN 4000 Day of the Dead</td>
</tr>
<tr>
<td>*BIOL 1304 Principles of Biology Physical Science (w/lab)</td>
<td>*SPAN 4113 Spanish Civilization</td>
</tr>
<tr>
<td>6</td>
<td>*SPAN 4223 Individual Topics in Latin Amer. Lit.</td>
</tr>
<tr>
<td>ECON</td>
<td>*SPAN 4233 Latin American Civilization</td>
</tr>
<tr>
<td>PSY/SOC</td>
<td>*SPAN 4313 Spanish Phonetics</td>
</tr>
<tr>
<td>F. Humanities</td>
<td>MINOR AREA</td>
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<tr>
<td>6</td>
<td>ELECTIVES</td>
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<td>HUM.</td>
<td>TOTAL FOR DEGREE</td>
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<tr>
<td>HUM.</td>
<td></td>
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<tr>
<td>G. Freshman Orientation</td>
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<td>1</td>
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<td>J. Electives</td>
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</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ELECTIVE</td>
<td></td>
</tr>
</tbody>
</table>
AGENDA ITEM #12:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve institutional requests for program deletions, as listed below.

BACKGROUND:

Connors State College (CSC) requests authorization to delete the Associate in Applied Science in Gerontology (069) and the Certificate in Gerontology (070).

Rogers State University (RSU) requests authorization to delete the Associate in Applied Science in Horse and Ranch Management (020), Associate in Applied Science in Computer Programming (045), and the Associate in Science in Agriculture (058).

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval” and “Policy Statement on Program Review.”

ANALYSIS:

CSC requests deletion of the Associate in Applied Science (AAS) in Gerontology (069) and the Certificate in Gerontology (070). CSC indicates there is no demand for the programs, which have been suspended since January, 2001. No students remain in the programs and no funds are available for reallocation.

RSU requests deletion of the AAS in Horse and Ranch Management (020), AAS in Computer Programming (045), and the Associate in Science (AS) in Agriculture (058). RSU indicates all three programs have been unable to meet minimum productivity requirements. Based upon academic program reviews for 2001-02 and 2002-03, faculty recommended deletion of the AAS in Horse and Ranch Management (020). The 11 remaining students will be advised so they may complete the program. Fourteen courses will be deleted and there are no funds available for reallocation. Faculty recommended deletion of the AAS in Computer Programming (045) as follow-up to the 2001-02 Technical-Occupational Degree Program evaluation. The three remaining students will be advised into other suitable programs. No courses will be deleted and no funds are available for reallocation. Deletion of the AS in Agriculture (058) is based on departmental academic program self-studies and
external peer-evaluator review in 2002-03. The remaining 12 students will be advised so they may complete the program. Seven courses will be deleted and no funds are available for reallocation.
AGENDA ITEM #13:

Institutional Collaboration.

SUBJECT: Northern Oklahoma College (NOC) and Oklahoma State University (OSU) Gateway Program.

RECOMMENDATION: This item is for information.

BACKGROUND:

NOC began offering remedial courses in Stillwater for OSU students in fall 2003 through an agreement with OSU. NOC students were also enrolled in these courses. In October 2003, NOC and OSU signed a memorandum of understanding allowing NOC to also offer general education courses in Stillwater for both NOC and OSU students through an innovative program that expands educational opportunities and more efficiently provides these courses to OSU students.

The NOC-OSU Gateway Program is designed to assist freshman and transfer applicants in qualifying for full admission to OSU. Students who do not meet current OSU admission requirements are offered admission to NOC through the Gateway Program and have a seamless transition to OSU. They take NOC classes in Stillwater, have the option to live in OSU housing, and are able to participate with OSU students in a wide range of programs, services and activities on the OSU campus. Several prescribed general education courses are offered through the program which are applicable to OSU baccalaureate degrees.

The NOC-OSU Gateway Program has been instrumental in OSU’s decision to increase admission standards. Students who do not meet the new requested admission standards will still have access to OSU by enrolling at NOC through the Gateway Program and then transferring to OSU after they complete 24 hours and meet OSU’s transfer admission standards.

OSU has asked the State Regents to approve incrementally increasing its admission standards over a three-year period (see the OSU Admission Policy agenda item). The changes in first-time freshman admission include increasing the minimum required composite score on the ACT, increasing the required class rank, and requiring a minimum composite ACT along with the minimum GPA in the State Regents’ required 15-unit core high school curriculum. At the same time, OSU has requested an increase in its transfer admission GPA standard based on the number of hours completed by the student at the previous institution.
ANALYSIS:

NOC serves three types of students in Stillwater: NOC and OSU students who are required to complete remedial courses, NOC students who are not admissible to OSU, and current OSU students who wish to enroll in NOC’s general education courses. The following analysis describes the Gateway Program in detail and offers conclusions regarding its benefits to students, the institutions involved, and the State System.

Admission to the Gateway Program

Students enter the Gateway Program by enrolling at NOC. Graduates of accredited high schools or other students whose high school class has graduated are eligible to apply for admission to NOC. The ACT is required for all applicants under 21 years of age, and applicants over 21 are required to take placement exams in English, reading, and mathematics.

Students admitted into the Gateway Program may transfer to OSU after they earn 24 hours of specified general education credit at NOC and meet OSU’s minimum grade point average for admission as a transfer student. Gateway students are encouraged to work closely with OSU admissions personnel to ensure they meet all admission requirements of the university.

Remedial Courses

NOC provides zero-level remedial coursework for OSU students who need to remediate high school curriculum or performance deficiencies. English composition, reading, mathematics, and science courses are offered. Enrollment in remedial courses through the Gateway Program is seamless for OSU students – they enroll in these courses through OSU’s student enrollment system. OSU sends the student information to NOC, who then admits and enrolls the student at NOC. The courses are transcripted as NOC coursework, and then transferred to OSU.

A few remedial courses are still offered by OSU and transcripted by OSU. Students in these courses are regularly admitted OSU students and not part of the Gateway Program.

General Education Courses

NOC also offers general education courses in Stillwater for OSU and NOC students. Students are admitted to NOC and enroll in general education courses through the regular enrollment process at NOC. The general education courses taken through the Gateway Program transfer as equivalent to specific OSU courses and meet general education requirements for both institutions. Courses regularly offered include freshman English composition, American history and government, college algebra, introductory sociology and psychology, speech and humanities. A joint committee including faculty representatives from both NOC and OSU meets periodically to ensure that Gateway Program courses have common learning objectives and prepare students well for later OSU courses. The availability of transfer guides and degree requirement sheets and ready access to OSU academic advising offices helps to ensure that Gateway students choose courses that apply to their eventual OSU degree.
Enrollment

The following chart shows the numbers and types of courses and the number of students enrolled in the Gateway Program for fall 2003 and spring 2004.

<table>
<thead>
<tr>
<th>Courses offered</th>
<th>Fall 2003</th>
<th>Spring 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 remedial courses</td>
<td>5 remedial courses</td>
</tr>
<tr>
<td></td>
<td>9 general education courses</td>
<td></td>
</tr>
<tr>
<td>Students enrolled</td>
<td>NOC</td>
<td>OSU</td>
</tr>
<tr>
<td>Remedial</td>
<td>48</td>
<td>442</td>
</tr>
<tr>
<td>General education</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

OSU projects the number of students offered transfer admission after they participate in the Gateway Program to rise from 150 in 2004 to 500 by 2007.

Costs

Students in the NOC-OSU Gateway program pay the same tuition and fees as OSU students. The payment of fees provides students with access to the campus transportation system, computer laboratories, Colvin Recreation Center, Student Union, Student Counseling Services, Career Center, Student Health Services, Edmond Low Library and a variety of other programs, services and activities.

Financial Aid

Gateway students are eligible to apply for the full range of federal and state financial aid programs. For students who are concurrently enrolled, hours from both NOC and OSU are included in the calculation of total hours. To ensure that students receive the maximum possible eligibility, a financial aid consortium agreement between NOC and OSU has been developed.

Campus Housing and Student Activities

Gateway students are eligible to live in OSU campus housing and participate in university dining services. Living on campus allows students to participate in hall-sponsored events, intramural sports, and an atmosphere conducive to studying and connecting with other students. While Gateway students may not participate in the Greek system and a few other activities, ample opportunity for campus involvement is available. With over 350 OSU campus organizations, Gateway students have many and varied opportunities to meet other students outside the classroom and develop their social and leadership skills.

This fall semester, Gateway students will be invited to participate in ALPHA orientation activities. ALPHA helps new students make the transition to OSU by offering opportunities to meet other students, learn about the campus, and experience OSU traditions. NOC students also have the opportunity to purchase the All Sports Ticket, which provides admission to a wide variety of intercollegiate athletic events, including OSU Cowboy football.
Assessment of Student Success

OSU and NOC will assess student academic success in courses taught by NOC faculty and in subsequent courses at OSU, retention of students who complete the Gateway Program, and student perceptions of NOC courses. Assessment methods will include measurement of student achievement in remedial courses, individual course evaluation by students, comparison of 2003-2004 data with historic data on the success of OSU students who took similar courses taught by OSU faculty, and administration of a telephone survey of student perceptions of the courses. The partnership will be considered a success if the students who take courses taught by NOC faculty pass competency tests at the end of the course; have similar, or better, performance in subsequent OSU courses and retention at OSU than students who took similar courses taught by OSU faculty; and have positive perceptions of the courses. This assessment proposal and annual results will be shared with OSU and NOC administrative leaders and appropriate councils and committees.

Administrative and Financial Systems

The OSU Controller and NOC Vice President for Financial Affairs are designated to coordinate business affairs related to the Gateway Program. Distribution of revenue between the institutions is conducted mid-term to allow adequate time for enrollment to stabilize. NOC retains the resident and nonresident tuition and various fees related to its services. OSU receives the various fees related to its services. Although institutions may waive tuition charges for specific students, the total cost of tuition must still be remitted to the institution providing the instruction.

Transfer and Remedial Student Data

The table below provides OSU’s pass rates and retention rates of students who completed remedial courses in 2002 and 2003.

<table>
<thead>
<tr>
<th>Pass rates for OSU students in remedial courses</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention of OSU students who took remedial courses</td>
<td>81.6%</td>
<td>79.4%</td>
</tr>
</tbody>
</table>

NOC reports that NOC students who transferred to OSU during the 2002-03 academic year had an average GPA of 3.14 at NOC before they transferred. The first semester GPA average of these transfer students at OSU was a 2.78 and the second semester GPA average was a 2.9.

CONCLUSIONS:

In summary, the NOC-OSU Gateway Program provides open access and enhanced efficiency. All students, regardless of high school grades and standardized test scores, are eligible to enroll in the program. The combination of small class sizes and personalized attention offered by NOC faculty and staff, and access to OSU advisers and campus activities will help ease the transition to OSU and enhance academic success for Gateway students.
Other highlights from the Memorandum of Understanding between OSU and NOC include the following:

- an adequate number of sections will be provided to serve students not admitted to OSU;
- OSU students will be expected to take OSU general education courses. NOC may not take enrollments from OSU students until six weeks after the OSU enrollment period has begun;
- courses will be offered within the OSU academic calendar;
- NOC faculty will be provided access to appropriate OSU services (e.g. library, cultural events, etc.);
- NOC will provide academic tutors at the Stillwater site during operational hours Monday through Friday; and
- OSU Student Disability Services will coordinate all assistance required by NOC students with disabilities.

The NOC-OSU Gateway Program exemplifies the tenets of the State Regents’ strategic focus in all four areas of high quality, differentiation, efficiency, and portability.

- **High Quality**—NOC and OSU are able to each focus on institutional strengths, thus providing the best possible program for students utilizing resources from both institutions.

- **Differentiation**—NOC faculty teach most remedial courses, work closely with students who need additional time to prepare for university-level coursework, and offer general education courses for OSU students who are not able to enroll in these courses at OSU, all functions of a two-year college. OSU is able to provide these courses and services to its students through NOC and still focus its resources on its functional priorities.

- **Efficiency**—The Gateway Program allows NOC and OSU to avoid duplication of services. NOC provides the services for the administration of the courses and student enrollment, and OSU provides the housing, services and activities for the students.

- **Portability**—Students have a seamless transfer from the Gateway Program into OSU. Registration is provided by OSU for remedial courses, all courses are transcripted by NOC and then transferred to OSU as applicable, and all general education courses count toward OSU general education requirements for a baccalaureate degree.

The Gateway Program also furthers the goals of Brain Gain 2010 by increasing the chances of success of students in their transfer to OSU, thus increasing the chance that students will obtain a baccalaureate degree.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2004

AGENDA ITEM #14:

Teacher Education.

SUBJECT: Federal Teacher Education Report Card

RECOMMENDATION:

This item is for information.

BACKGROUND:

In October 1998, the U.S. Congress enacted Title II of the Higher Education Act (HEA) authorizing (1) new federal grant programs to improve recruitment, preparation, and support of new teachers, and (2) new teacher preparation and licensing accountability measures and reporting requirements for higher education institutions and states. The HEA Title II accountability measures were developed by the U.S. Department of Education’s (USDE) National Center for Education Statistics (NCES) based on feedback from various organizations, focus groups, and a consultative committee. Dr. Debra Stuart, Vice Chancellor for Administration and Board Relations, served as a member.

In a three-stage annual process, higher education institutions with teacher preparation programs submit data to the state; the state compiles a report to the USDE; and the USDE compiles a national report for Congress. Each of these three reports is made public. As the agency in Oklahoma that licenses teachers, the State Department of Education (SDE) is responsible for compiling the state report.

POLICY ISSUES:

Section 207 in Title II of the HEA requires those states that receive HEA funds to prepare an annual report on teacher preparation and licensing. Involvement with the HEA Title II report card and use of these data are consistent with the State Regents’ teacher education initiatives to ensure accountability for quality teacher education programs.

ANALYSIS:

Title II requires each institution to report annually on:
• basic aspects of its program, such as number of students, amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching;

• how well individuals who complete its teacher preparation program perform on initial state licensing and certification assessments in their areas of specialization;

• whether it is classified by the state as “low-performing;”

• licensing and certification requirements (including cut scores on required examinations);

• descriptions of alternative routes through which individuals may become teachers;

• the percentage of teaching candidates who passed certification or licensure assessments - statewide, for each institution, and for each alternative route to certification;

• information on the use of waivers of certification or licensure requirements, and the proportion of teachers with these waivers distributed across high- and low-poverty school districts and across subject areas; and

• criteria for assessing the performance of an institution’s teacher preparation program.

The annual state report must include adjusted quartile rankings for each reporting institution in the state, based on (1) its pass rate on all assessments (i.e., general knowledge, subject area, and professional knowledge), and (2) its summary pass rate. Each quartile must have institutions listed, but since tied scores fall in the same adjusted quartile, some quartiles will be larger than 25 percent in size, and some will be smaller.

Of the six institutions with a 100 percent pass rate, three are State System institutions. Of the 22 Oklahoma colleges of education, the lowest percentage reported is 82.4 percent. Four private institutions had fewer than ten program completers. The “rule of ten” refers to institutions with fewer than ten students taking an examination. Privacy rules restrict the posting of those numbers.

Oklahoma State University had the largest number of completers passing all three components of the Oklahoma licensure/certification test. Cameron University’s percentage rose from 97 to 100 percent, and Oklahoma Panhandle State University increased from 84 to 100 percent. The lowest percentage pass rates were realized at the University of Science and Arts of Oklahoma (USAO) and Langston University (LU). As a reminder, OPSU and LU were identified in the State Regents’ External Review as programs requiring additional monitoring.
In addition to the required accountability measures, the institutions were encouraged to provide information to further describe their teacher preparation programs, which might account for the pass rates. As required, the universities submit reports to the SDE in April. The reports are due to the USDE in October 2004. To date, the SDE has not provided the reports to the State Regents’ office for review.

Attachment
## Title II Institution Status Report 2004

### 2002-03 Program Completers*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of students tested</th>
<th>Number of passing students</th>
<th>Pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>280</td>
<td>280</td>
<td>100.0%</td>
</tr>
<tr>
<td>Cameron University</td>
<td>84</td>
<td>84</td>
<td>100.0%</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>36</td>
<td>36</td>
<td>100.0%</td>
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<tr>
<td>Oklahoma Christian University</td>
<td>29</td>
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<td>100.0%</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>26</td>
<td>26</td>
<td>100.0%</td>
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<tr>
<td>Oklahoma City University</td>
<td>15</td>
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<td>100.0%</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>223</td>
<td>222</td>
<td>99.6%</td>
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<td>University of Oklahoma</td>
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<td>Northwestern Oklahoma State University</td>
<td>75</td>
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<td>Southwestern Oklahoma State University</td>
<td>131</td>
<td>124</td>
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<tr>
<td>Northeastern State University</td>
<td>344</td>
<td>323</td>
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<tr>
<td>Oklahoma Baptist University</td>
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<td>93.9%</td>
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<tr>
<td>University of Tulsa</td>
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<td>29</td>
<td>93.5%</td>
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<tr>
<td>East Central University</td>
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<td>113</td>
<td>93.4%</td>
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<tr>
<td>Southeastern Oklahoma State University</td>
<td>162</td>
<td>151</td>
<td>93.2%</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>29</td>
<td>25</td>
<td>86.2%</td>
</tr>
<tr>
<td>Langston University</td>
<td>17</td>
<td>14</td>
<td>82.4%</td>
</tr>
</tbody>
</table>

*2002-03 completers have taken at least one component of the Oklahoma licensure/certification test - the Oklahoma General Education Test, Oklahoma Subject Area Test, and/or Oklahoma Professional Teaching Examination.
AGENDA ITEM #15:

Tulsa Reconciliation Scholarships.

SUBJECT: High School Scholarship Nominees for 2004-05

RECOMMENDATION:

It is recommended that the State Regents approve awards to the individual nominees submitted by the Tulsa Public School District.

BACKGROUND:

The 2001 Oklahoma Legislature passed the “1921 Tulsa Race Riot Reconciliation Act of 2001” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District.

POLICY ISSUES:

The high school awards authorized by the 2002 amendments are intended to preserve “awareness of the history and meaning of the civil unrest that occurred in Tulsa in 1921” [Title 70, Section 2623]. The scholarship award amount is not to exceed the equivalent of average tuition at state system institutions.

ANALYSIS:

Two $1,000 one-time scholarship awards have been allocated to each of the ten Tulsa high schools. Of these 10 high schools, nine submitted nominees to the State Regents for approval. Booker T. Washington High School had not submitted any nominees as of May 19, 2004.

The nomination forms and supporting documentation have been reviewed by State Regents’ staff. All of the nominees meet the statutory requirements of being enrolled in the appropriate Tulsa high school and having a family income not exceeding $70,000 from taxable sources.

Attached for State Regents’ approval is a list of the 18 TRESP High School Nominees for the 2004-05 academic year. The estimated cost for 2004-05 is $18,000. It is recommended that the State Regents approve the awards to the nominees submitted by the Tulsa Public School District. Funds will be distributed to the nominees only upon verification of enrollment at an institution of higher education.
in the Oklahoma State System of Higher Education, a private institution or in a postsecondary career technology education program.
### TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM

#### 2004-05 HIGH SCHOOL NOMINEES

<table>
<thead>
<tr>
<th>School</th>
<th>Names</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CENTRAL HIGH SCHOOL</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Ebony Gahagan</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td>Brandon Oldham</td>
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<tr>
<td><strong>EAST CENTRAL HIGH SCHOOL</strong></td>
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</tr>
<tr>
<td></td>
<td>Demesha Adams</td>
<td>$1,000</td>
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<tr>
<td></td>
<td>Moises Echeverria</td>
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<tr>
<td><strong>THOMAS EDISON PREPARATORY HIGH SCHOOL</strong></td>
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<td></td>
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<tr>
<td></td>
<td>La'Edna Barnes</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td>Eboni Brown</td>
<td>$1,000</td>
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<tr>
<td><strong>NATHAN HALE HIGH SCHOOL</strong></td>
<td></td>
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<tr>
<td></td>
<td>Matthew Watkins</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td>Kerry-Ann Forrester</td>
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<tr>
<td><strong>TULSA HIGH SCHOOL FOR SCIENCE AND TECHNOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whitney Crawford</td>
<td>$1,000</td>
</tr>
<tr>
<td></td>
<td>Alfred Bell</td>
<td>$1,000</td>
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<tr>
<td><strong>TULSA SCHOOL OF ARTS AND SCIENCES</strong></td>
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<td><strong>BOOKER T. WASHINGTON HIGH SCHOOL</strong></td>
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AGENDA ITEM #16:

Student Performance.

SUBJECT: State Regents’ Educational Planning and Assessment System (EPAS) Recognition Program: *EPAS Oklahoma Scholars 2004*

RECOMMENDATION:

Presented for State Regents information.

BACKGROUND:

One of the ways in which ACT, Inc. deepened their partnership with the State Regents via the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program was through the mutual creation of the State Regents’ EPAS Recognition Program called *EPAS Oklahoma Scholars*, begun in 2000. This is the fourth year of this program, which has rapidly become eagerly anticipated by students, schools, teachers, and particularly, parents.

Students in the eighth and tenth grades who took the EXPLORE or PLAN tests are being honored for their academic achievement on the tests’ composite; mathematics; English; science reasoning; and reading components. Students who performed above the 95th percentile in any one or more of these content areas are eligible to receive recognition for their performance. The certificates delivered to the students are signed by the Chancellor and Chairman of the State Regents.

POLICY ISSUES:

EPAS and the Oklahoma Scholars Program are programs designed to meet the State Regents social justice goals by encouraging and rewarding early academic preparation for college.

ANALYSIS:

Middle and high school principals are delivering of these certificates as part of the schools’ end-of-year special awards events and, in some cases, holding special events set aside for the delivery of the certificates. The number of students receiving these certificates statewide is encouraging:

- Students receiving certificates for academic achievement on the PLAN test = 7,046
- Students receiving certificates for academic achievement on the EXPLORE test = 7,405
- Total number of students receiving certificates statewide = 14,751
This is the largest number of students to receive certificates since the program’s inception. Additionally, district rosters are sent to the school district superintendents in the state in order to help them create local press releases and to help make them aware of the program and the level of academic achievement in their schools as represented by student performance within EPAS.

It is intended that students receiving these certificates will serve as models to other students on what kind of courses to take to prepare for college, and provide a motivation for early academic preparation for college and work. An added benefit for students is that they receive certificates even if they score in the top five percent in only one content area – motivationally, such a certificate should encourage students academically in all areas by receiving recognition in areas in which they excel.

**Oklahoma Scholars** has been replicated annually for participating EPAS schools as part of the Oklahoma State GEAR UP program and is now sustained as added value to the overall EPAS program effort.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2004

AGENDA ITEM #17-a:

E&G Budgets.

Not Available Electronically.
AGENDA ITEM #17-b:

E & G Budgets.

SUBJECT: Approval of E&G FY2004 Allocations.

RECOMMENDATION:

It is recommended that the State Regents approve four allocations totaling $332,948 for the projects as listed below.

BACKGROUND:

At the meeting of May 30, 2003, the State Regents allocated $2,856,629 for grants and activities to include economic development, research and quality initiatives. Regents approved allocations for projects at the meetings of June 27, September 12, October 30, December 4 and February 3, 2003. A portion of the funding for this line item is recommended for further allocation to institutions and programs. One project is recommended for funding from the Capital Master Lease Program fund, one from the Grants line-item, one from the EPSCoR Allocation and the final as a reallocation within the core budget.

POLICY ISSUES:

The recommendation is consistent with Regents’ policy and actions.

ANALYSIS:

University of Oklahoma: “Mesonet Master Lease” ($5,000)
In May 2003, the State Regents approved a grant in the amount of $50,000 to help offset the expenses of required equipment purchases for the Mesonet Program. The FCC regulations required an extensive equipment upgrade to continue to provide adequate services through this program. The additional grant of $5,000 will complete the requirements for the current fiscal year. This grant is to be funded through the Capital Master Lease grant fund.

University of Central Oklahoma: “FY05 Regional University Research Day.” ($10,000)
The University of Central Oklahoma requests $10,000 in support for the fourth annual research exposition and symposium. This support for program expenses for speakers, judges and other costs associated with hosting this annual event. This grant will be funded through the EPSCoR fund.

Oklahoma State University – “Structures Research Laboratory” ($25,000)
This allocation is recommended as additional support for funding the building of the Structures Research Laboratory. The commitment to the Structures Research Laboratory is being matched by $1.3 million in private funding from Oklahoma industrial firms and this allocation will increase the
State Regents commitment for FY04 to a total of $185,150. This grant will be funded through the approved allocation for the Regents’ Grant Program.

**Oklahoma Tuition Aid Grant Program -- ($292,948)**
This allocation is recommended as additional awards funding for the OTAG Program. These funds are requested to meet the commitment to students with need who applied by April 30, 2003, in addition to the state appropriations of $17,291,433 approved at the May, 2003, meeting of the State Regents. This one-time support is the remaining unobligated funding in the Regents’ Grant Program.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 28, 2004

AGENDA ITEM #18-a:

Tuition and Fees.

SUBJECT: Approval of Changes to the State Regents’ Policy on Tuition and Fees

RECOMMENDATION:

It is recommended that the State Regents approve modifications to the Policy on Tuition and Fees.

BACKGROUND:

Article XIII-A of the Constitution of the State of Oklahoma provides for the establishment of the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education within the limits prescribed by the Legislature. Specific powers enumerated include the power to prescribe and coordinate student fees and tuition, among others.

POLICY ISSUES:

State Regents’ Policy on Tuition and Fees is Part II, Chapter 4, Section 4, pages 45-54 of the Policies and Procedures Manual.

ANALYSIS:

The State Regents’ Policy on Tuition and Fees was last updated June 30, 2003, to incorporate changes relative to House Bill No. 1748 of the 2003 Legislative session, which modified the statutory limits and emphasized the role of institutional governing boards in the establishment of tuition. Subsequent review indicated the need for clarification regarding the eligibility of concurrently enrolled high school students and for amendment to the credit hour limit requirement on resident tuition waiver scholarships and a new section on military personnel.

In addition, institutions have indicated a desire for a change to a February 1 deadline for submitting requests for changes in academic services fees. The deadline is currently November 1 preceding the beginning of the fiscal year in which the change will be effective.

These revisions have been incorporated in the State Regents’ Policy on Tuition and Fees and were posted for review at the State Regents’ meeting on April 1, 2004. The policy is now being presented for State Regents’ approval.
Section 4

Student Tuition and Fees

POLICY AND PROCEDURES RELATING TO
STUDENT TUITION AND FEES

CONSTITUTIONAL AND STATUTORY PROVISIONS FOR THE COORDINATION OF
HIGHER EDUCATION TUITION AND FEES

Article XIII-A of the Constitution of the State of Oklahoma provides for the establishment of The
Oklahoma State System of Higher Education (herein after referred to as The State System) and for the
Oklahoma State Regents for Higher Education (herein after referred to as the State Regents) as a
"coordinating board of control" for all institutions in The State System. Among those specific powers
enumerated in the Constitution which are vested in the State Regents is the following:

"It [the State Regents] shall have the power to recommend to the Legislature proposed fees for all of
such institutions and any such fees shall be effective only within the limits prescribed by the
Legislature."

70 O.S. 2001, Section 3218.2, as amended by Section 1 of House Bill No. 1748 of the First Session of the
Forty-Ninth Oklahoma Legislature, further recognizes the authority of the State Regents to prescribe and
coordinate student fees and tuition at institutions in The State System. By January 1 of each year, the State
Regents shall submit a report to the Governor, the President Pro Tempore of the Senate, the Speaker of the
House of Representatives, and the minority floor leaders and education committee chairs of both houses of
the Oklahoma Legislature, of action taken in regard to and the schedule of tuition and fees approved for the
current academic year. The annual report shall include data on the impact of any tuition and fee increases
on the ability of students to meet the costs of attendance, enrollment patterns, availability of financial aid,
and any other data considered relevant by the State Regents.

70 O.S. 2001, Section 3218.8, as amended by Sections 2 and 8 of House Bill No.1748 of the First Session
of the Forty-Ninth Oklahoma Legislature, authorizes the State Regents to establish undergraduate resident
and nonresident tuition and mandatory fees, which students shall pay as a condition of enrollment, except
as otherwise provided by law. At the comprehensive universities the combined average of the resident
tuition and mandatory fees, as determined by the State Regents, shall remain less than the combined
average of the resident tuition and fees at state-supported institutions of higher education that are members
of the Big Twelve Conference. The combined average of undergraduate nonresident tuition and mandatory
fees, as determined by the State Regents, shall remain less than one hundred and five percent (105%) of the
combined average of the nonresident undergraduate tuition and mandatory fees at the state-supported
institutions of higher education that are members of the Big Twelve Conference. At the regional
universities and two-year colleges, the combined average of the resident undergraduate tuition and
mandatory fees, as determined by the State Regents, shall remain less than the combined average of the
resident undergraduate tuition and mandatory fees at like-type state-supported institutions of higher
education in states determined by the State Regents that include, but are not limited to, those adjacent to
Oklahoma. The combined average of the nonresident undergraduate tuition and mandatory fees, as
determined by the State Regents, shall remain less than one hundred and five percent (105%) of the
combined average of the nonresident undergraduate tuition and mandatory fees at like-type state-supported
institutions of higher education in states determined by the State Regents that include, but are not limited to,
those adjacent to Oklahoma. In its deliberation on the establishment of resident tuition rates for
undergraduate and graduate education, the State Regents shall balance the affordability of public higher
education with the provision of available, diverse, and high-quality learning opportunities giving
consideration to the level of state appropriations, the state economy, the per capita income and cost of
living, the college-going and college-retention rates, and the availability of financial aid in Oklahoma. For
any increase in the tuition rates, the State Regents shall demonstrate a reasonable effort to effect a
proportionate increase in the availability of need-based student financial aid which shall include, but shall

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not be limited to, awards for the Oklahoma Higher Learning Access Program, Oklahoma Tuition Aid Grants, federal need-based financial aid and tuition waivers, and private donations.

70 O.S. 2001, Section 3218.9, as amended by Section 3 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, authorizes the State Regents to establish resident and nonresident tuition and mandatory fees for graduate and professional courses and programs which shall remain less than the combined average of tuition and fees for like-type graduate and professional courses and programs of comparable quality and standing at state-supported institutions of higher education as determined by the State Regents. Professional courses and programs include, but are not limited to, law, medicine, veterinary medicine, optometry, pharmacy, and dentistry.

70 O.S. 2001, Section 3218.10, as amended by Section 4 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, authorizes governing boards of institutions within The State System to establish academic services fees at their respective institutions, with the approval of the State Regents, which may be required in addition to resident and nonresident tuition and mandatory fees. Such fees shall not exceed the actual costs of the academic services provided by the institution and may include, but shall not be limited to, special instruction, testing, and provision of laboratory supplies and materials. It is the intent of the Legislature that the State Regents maintain information on established mandatory fees authorized in Sections 3218.8, 3218.9 of this title and on the academic services fees authorized in this section. The information shall include, but shall not be limited to, the basis for the amount of the fee, the amount of total revenue to be collected from the fee, and the use of the revenue collected.

70 O.S. 2001, Section 3218.12, as amended by Section 5 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, authorizes the State Regents to contract for, charge, collect, receive, and use any and all fees, tuition, charges, grants, and allowances available through the United States Veterans Administration, or any other federal agency for the education and training of veterans, establish a system of student tuition and fee waiver scholarships for use at each institution of The State System, establish an educational assistance program utilizing state institutional matching funds when federal student loan programs require it, and establish a program for payment of tuition and fees by consumer credit card.

70 O.S. 2001, Section 3218.14 authorizes the State Regents to review and consider requests submitted by institutions, constituent agencies, and/or their governing boards for tuition and fees, within the limits established by law, to be charged as a condition of enrollment at each institution or constituent agency. If appropriate, the State Regents may approve the recommendations.

A new section of law, Section 6 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature to be codified in the Oklahoma Statutes as 70 O.S. 2001 Supp. 3218.15, requires the State Regents to maintain for public inspection all reports submitted by institutions to the United States Department of Education regarding tuition and fees of institutions that receive federal funds. In addition, this section requires each institution in The State System that receives federal funds to submit the Integrated Postsecondary Education Data System Report annually to the Department of Education reflecting the average annual tuition and fees charged to its students.

70 O.S. 2001, Section 4004.6 authorizes the State Regents to set fees for use of buildings and facilities financed by institutional governing boards through revenue bonds, within limits established by law, on behalf of any higher education institution in The State System. The fees will be used for the repayment of principal and interest toward the retirement of the revenue bonds as authorized by appropriate provisions in the resolution(s) authorizing the bonds.

I. DEFINITIONS

A. Tuition. Payment required of an individual for enrollment to receive instruction at an institution of The State System. Tuition is payment in addition to fees that may be required, as defined in I.B. of this section.

1. Resident Tuition. Payment required of an individual who is either a resident of the state of Oklahoma or qualified for resident tuition under the provisions of Senate Bill 596 of
the 2003 Session, its codification, or amendments thereto, for enrollment to receive instruction at an institution of The State System. Resident tuition is payment in addition to fees as defined in I.B. of this section. The definition of a resident student can be found in State Regents' Policy II-2-177, Section III.1.

2. **Nonresident Tuition.** Payment required of an individual who is neither a resident of the state of Oklahoma nor qualified for resident tuition under the provisions of Senate Bill No. 596 of the 2003 Session, its codification, or amendments thereto, for enrollment to receive instruction at an institution of The State System. Nonresident tuition is payment in addition to fees as defined in I.B. of this section.

B. **Fees.** Those fees assessed students in addition to resident and nonresident tuition as a condition of enrollment.

1. **Mandatory Fees.** Fees required of all students for enrollment to receive instruction at an institution of The State System. Such fees shall be used to support the mission of the institution and shall support service facilities, such as student unions, health care infirmaries, recreational facilities, for any lawful purpose to enhance quality of student life including, but not limited to, facility debt service, student scholarships, student awards, travel, entertainment, guest speakers, and student organizations, or for any academic purpose or service as designated by the institution including, but not limited to, assessment fees and library resources fees. The State Regents shall maintain information on established mandatory fees, which shall include, but shall not be limited to, the basis for the amount of the fee, the amount of total revenue to be collected from the fee, and the use of the revenue collected.

2. **Academic Services Fees.** Fees assessed to certain students as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. Such fees are assessed mandatory for all students receiving certain courses of instruction or certain academic services as designated by the institution and shall not exceed the actual costs of the course of instruction or the academic services provided by the institution. These services may include, but shall not be limited to, special instruction, testing, and provision of laboratory supplies and materials.

3. **Contract Credit Course Fee.** A separate special fee, up to full cost, for delivery of credit courses and programs with business, industry and governmental entities.

II. **PROCEDURES FOR APPROVAL OF TUITION AND FEES**

A. The State Regents will, annually, at a minimum, monitor and publish limits on tuition and mandatory fees at peer institutions. The information, published in a timely fashion, will show the level of mandatory tuition and mandatory fees at each institution in Oklahoma and the maximum possible increase for the next academic year.

B. Institutions will submit requests for authorization to change tuition and fees to the State Regents. Requests for changes in tuition and fees will normally be considered by the State Regents one time each year, and requests for a change in academic services fees must be received in the State Regents' office by November-February preceding the beginning of the fiscal year, July 1, in which the change is to be effective. Each institutional request for tuition and mandatory fees should be accompanied by documentation on the following items: 1) communication of tuition and fee requests to student government organizations, other student groups, and students at large; 2) efforts to increase need-based financial aid proportionately to tuition; 3) statement of the expected effect of tuition and fee increases on enrollment; and 4) dedication to cost-effectiveness in operations.

C. Higher Education Center Procedures. Tuition and mandatory fees for students enrolled in courses and programs at the higher education programs in Idabel and Ardmore shall be less than
the average tuition and mandatory fees at peer institutions for the regional universities, as
determined by the State Regents. Tuition and mandatory fees shall be approved by the State
Regents with the advice of the participant institutions and the boards of trustees of the higher
education programs. The State Regents shall determine the proportionate distribution of
revenue from the tuition and mandatory fees between the participant institutions or other
institutions offering courses and the higher education programs. Participant institutions and the
trustees of the higher education programs may request academic services fees to be charged to
students enrolled at the higher education programs.

D. The State Regents will assist in preparation and dissemination of guidelines for students and
student groups to inform themselves about the process and issues and to provide input both at
the campus level and to the State Regents.

E. The State Regents will hold a public hearing on proposed changes in tuition and fees at least
twenty (20) days prior to the effective date of the increase.

F. The State Regents will give public notice of any increase in tuition and fees at least thirty (30)
days prior to the effective date of the increase.

G. By January 1 of each year, the State Regents will submit a report to the Governor, the President
Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor
leaders and education committee chairs of both houses of the Oklahoma Legislature of the
actions taken in regard to and the schedule of tuition and fees approved for the current academic
year for The State System, with due regard for the provisions of Section 3218.14 of this title.
The annual report shall include data on the impact of any tuition or fee increases on the ability
of students to meet the costs of attendance, enrollment patterns, availability of financial aid, and
any other data considered relevant by the State Regents.

III. GENERAL POLICIES

A. Assessment and Waiver of Tuition and Fees. Resident and nonresident tuition and fees may be
neither assessed nor waived unless authorized by general policy or by specific authorization of the
State Regents.

B. Publication of Fee Schedule. Each institution shall publish a schedule annually of all tuition and
fees charged.

C. Contract Credit Course Fee. A special Contract Credit Course Fee is established in 70 O.S.
2001, Section 3219.3. This section authorizes the State Regents "...to establish special fees for
delivery of courses and programs to governmental entities, including, but not limited to, the
military, profit and nonprofit associations, corporations, and other private entities in an amount
sufficient to cover the cost of delivery of such courses and programs." This fee allows universities
and colleges to negotiate a separate special fee, up to full cost, for delivery of credit courses with
business, industry, and governmental entities. If the institution negotiates a special fee, the
assessment and collection of additional fees from students (resident or nonresident tuition,
mandatory fees, and academic services fees) shall be waived. This policy provision authorizes any
institution to assess charges up to the cost of delivery of the course.

D. Disposition of Revenue Received from Tuition and Fees.

1. Tuition and Academic Services Fees. Revenue derived from resident and nonresident
tuition and academic services fees shall be deposited to the institution's Fund 290 revolving
fund or may be deposited to the institution's 295 Fund or clearing account and then
transferred to the institution's Fund 290 revolving fund.

2. Mandatory Fees. Revenue derived from mandatory fees shall be deposited to the
institution's Fund 290 revolving fund or the Agency Special Account (Fund 700) revolving
fund, as appropriate, or may be deposited to the institution's 295 Fund or clearing account and then transferred to the institution's Agency Special Account (Fund 700) revolving fund.

3. Expenditure of Student Fee Revenue. Institutions that charge students special fees for library materials and services, classroom and laboratory materials, or technology must ensure that the revenues are spent for the approved purpose of the fee. Likewise, to the extent possible, traditional E&G support for the above and similar purposes should not be diminished as a result of student fee revenue.

E. Policy for Assessing Tuition. Resident and nonresident tuition charges at institutions in The State System shall be based upon the academic level of the course, with the exception of tuition for certain professional programs. Institutions shall assess resident and nonresident tuition charges based upon those course numbers appearing in the official catalog or bulletin. The following definitions and procedures shall be used to determine the level of tuition charges:

1. Undergraduate. Courses numbered in the "1000", "2000" (lower division), "3000" and "4000" (upper division) series shall be classified as undergraduate courses for determining resident and nonresident tuition charges. In addition, those developmental courses at the "less than 1000" level that normally do not carry collegiate credit shall be classified as undergraduate courses for resident and nonresident tuition purposes.

2. Graduate Division. Courses offered by comprehensive and regional universities designated at the "5000" level and above shall be classified as graduate division level for resident and nonresident tuition purposes.

F. Collection of Tuition and Fees. Tuition and fees are due prior to the first day of class. Each institution shall establish and publish a deadline when tuition and fees are payable, after which payment may be subject to a late charge. Late payment will require payment in full as well as be subject to late payment charges in an amount determined and published by the institution.

G. Refunds of Tuition and Fees. The refund policy for tuition and fees collected from students at institutions shall be as follows:

1. Withdrawals and Changes of Enrollment. Changes in schedules and complete withdrawals from the institution during the defined add/drop period will result in full charges for courses added and full credit for courses dropped. No refunds will be made after the add/drop period for that session.

2. Return of Title IV Funds for Students Who Cease Attendance. Title 20 U.S.C. §1091(b), as amended by Section 485 of the Higher Education Amendments of 1998, Public Law 105-244, enacted October 7, 1998, requires that, if a recipient of Title IV grant or loan funds withdraws from an institution after beginning attendance, the amount of Title IV, HEA program assistance earned by the student must be determined. If the amount of assistance disbursed to the student is greater than the amount the student earned, unearned funds must be returned. If the amount of assistance disbursed to the student is less than the amount the student earned, the student is eligible to receive a late disbursement in the amount of the earned aid that the student had not received. Each institution shall develop and publish policies and procedures that are in compliance with the above referenced law. Reference: [Federal Register: November 1, 1999 (Vol. 64, Number 210)] and 34 CFR, Parts 668, 682, and 685.

3. Tuition and Fees Applicable Only for Current Semester. Tuition and fees are applicable only for the current semester. If a student withdraws and is entitled to a refund, the amount of the refund cannot be carried forward as a credit to a subsequent session.

4. Refunds for Classes Offered on a Non-Standard Schedule. Institutions may refund tuition and fees paid by a student who must withdraw from a course offered on a schedule
that differs from the standard 16-week term or 15-week trimester. Each institution may develop refund procedures for courses offered on a non-standard schedule.

H. **Refund of Tuition and Fees for Students with Hardship Circumstances.** Institutions may refund tuition and fees paid by a student who must withdraw from the institution due to hardship or extraordinary circumstances. Each institution may develop institutional policy to address the definition of hardship or extraordinary circumstances and refund procedures.

I. **Refund of Tuition and Fees for Students Called to Active Military Service.** If a student is called to active military service during a term in which the student has not completed an amount of work sufficient to receive a grade, the institution may refund the tuition and fees paid by the student for the current term or the institution may waive the amount of tuition and fees paid from the amount owed for tuition and fees for a future term following the student’s tour of duty.

J. **Tuition and Fees Relating to Course Audits.** Students permitted to audit courses shall pay the same resident and nonresident tuition, mandatory and academic services fees as required of students who enroll for credit.

IV. **WAIVER OF TUITION**

A. **Policy Relating to Resident Tuition Waiver Scholarships.** Pursuant to 70 O.S. 2001, Section 3218.12, as amended by Section 5 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, authorizing the State Regents to establish a system of student scholarships, the following policy of resident tuition waiver scholarships is hereby authorized for each institution in The State System. Except as provided below, it is the intent of this policy to provide assistance to Oklahoma students with demonstrated financial needs and to promote excellence of scholarship throughout all of the academic and professional fields of study. It is further intended that this program provide equitably for students at all academic levels from the freshman year through the graduate study.

Institutions may authorize tuition waivers to students who are concurrently enrolled in credit-bearing courses and to other special students. Also, insofar as is practicable, awards should be distributed so as to be supportive of the state’s needs and demands for trained manpower in the various career and occupational areas. Finally, assistance under this program should be utilized to promote equity of treatment for those students in fields without access to funds from other student assistance programs.

1. Elements to be considered by institutions in the awarding of scholarships are financial need, scholastic aptitude and achievement, academic discipline or field of study, student activity participation, cultural diversity, and academic level. These elements shall be specifically incorporated into institutional procedures as follows:

   a. At least fifty (50) percent of all scholarships awarded shall be on the basis of financial need of students. The criteria for determining financial need shall be determined by the institution.

   b. Awards shall be apportioned in such a manner as to provide equity for students by academic discipline or field of study consistent with the state’s educated workforce priorities and taking into consideration other kinds of funds available for the support of students in particular programs.

   c. Awards shall be apportioned at each institution generally in accordance with the distribution of student enrollment among the various academic levels (undergraduate or graduate division) and by student classification (freshman, sophomore, junior, senior, master, or doctoral classification).

   d. Scholarships shall be available to students regardless of the number of credit hours in which they are enrolled, as well as to high school students who are concurrently...
enrolled in a minimum of six (6) semester credit hours per academic semester or three (3) semester credit hours during the summer term. Tuition waiver scholarships may also be awarded to students enrolled in on-line courses and other special students.

e. Scholarships so granted shall be gratuitous and the student shall not be required to perform services in return for the award.

2. Each institution is authorized to award scholarships to residents of the state of Oklahoma from the Educational and General Budget - Part I in the form of resident tuition waivers, the total amount of which shall not exceed three and five-tenths (3.5) percent of the total E&G Budget - Part I for the current year. Nothing in this policy shall disqualify a student from receiving a tuition waiver scholarship on the basis of immigration status if the student qualifies for resident tuition under the provisions of Senate Bill No. 596 of the 2003 Session, its codification, or amendments thereto.

a. Reduced Tuition Benefit for Eligible Employees. Eligible employees at constituent institutions in the State System may enroll in courses at the institution where employed and be charged tuition at the rate of one-half the amount regularly charged to students. The term "benefit for eligible employees" means full-time and permanent employees of the institution who are eligible under the institution's benefit eligibility criteria. It should be assumed that an employee's enrollment in a course of study is for the benefit of both the employee and the institution. Procedures including appropriate limitation as to the number of credit hours in a given term for which the benefit will apply shall be determined by the institution. Upon the institution's determination that the employee's enrollment in a course of study is primarily for the benefit of the institution, the institution may waive or reimburse the employee for the remaining one-half of the tuition that was charged to the employee.

3. The following waivers, as noted below, shall not be included as tuition waiver scholarships awarded under the three and five-tenths (3.5) percent of E&G Budget - Part I limitation. (IV.A. 2. above)

a. Auditing of Classes by Senior Citizens. State System institutions are hereby authorized to waive the tuition and fees for auditing of classes for residents of the state of Oklahoma who are sixty-five (65) years of age or older. Such students may be admitted without charge to classes on a space available basis.

b. Waiver of Tuition for Prisoners of War, Persons Missing in Action, and Their Dependents. 70 O.S. 2001, Section 2281, provides that any former prisoner of war or person missing in action and their dependents may, if otherwise qualified, enroll and pursue study at any state-supported institution of higher education or state-supported technical institute without payment of resident tuition. The following points of policy and procedure will serve as guidance for institutions in the administration of this law:

1. A "prisoner of war" or a "person missing in action" means any person who was a resident of the state of Oklahoma at the time he or she entered service of the United States Armed Forces or whose official residence is within the state of Oklahoma and who, while in the United States Armed Forces, has been declared to be a prisoner of war or a person missing in action as established by the Secretary of Defense.

2. A "dependent" means any child whose parent served as a prisoner of war or was declared by the United States Armed Forces to be a person missing in action. A "dependent" child ceases to be eligible for benefits when he/she turns twenty-four (24) years old.
3. Dependents of prisoners of war, persons missing in action, or persons reclassified as killed in action are not eligible for this benefit if federal funds are provided to pay their tuition.

4. Under this policy, the benefits to which an eligible person is entitled includes tuition waivers for five (5) years or the completion of the bachelor's degree, whichever occurs first.

c. **Waiver for Dependents of Peace Officers and Fire Fighters.** Within The State System, no resident or nonresident tuition shall be charged to the dependents of Oklahoma peace officers or fire fighters who have given their lives in the line of duty. Institutions shall grant tuition waivers to eligible persons upon presentation of evidence that the deceased person was a duly appointed peace officer or fire fighter as defined in 70 O.S. 2001, Section 3218.7. Such waivers shall be limited to a period of five (5) years from the date of the first waiver. A "dependent" means any child of an Oklahoma peace officer or fire fighter who has given their life in the line of duty. A "dependent" ceases to be eligible for benefits when he/she turns twenty-four (24) years old. Such waiver of resident or nonresident tuition shall also apply to the children of members of the Oklahoma Law Enforcement Retirement System who have given their lives in the line of duty or whose disability is by means of personal and traumatic injury of a catastrophic nature and occurred in the line of duty, as defined by 47 O.S. 2001, Sections 2-300. Such a waiver shall be a service benefit of each Oklahoma peace officer and firefighter. For the purposes of this section, "firefighter" means a volunteer firefighter or a permanent, salaried, professional member of any fire department within the state of Oklahoma.

d. **Waiver for Graduate Assistants.** Graduate students with at least a one-quarter time graduate assistantship are eligible for these scholarships irrespective of Oklahoma residency status. Graduate assistants involved in teaching must be proficient in both oral and written English. The ability to communicate course material effectively in understandable English is required of all graduate teaching assistants awarded these waivers as defined in 70 O.S. 2001, Section 3218.3 and 3224.

e. **Waiver for Exchange Students on a Reciprocal Basis.** Institutions are hereby authorized to grant waiver of resident tuition for students from institutions outside the continental limits of the United States that have entered into an exchange agreement with a State System institution to provide reciprocal waivers for students from the Oklahoma institution. The number of credit hours of nonresident students received by the Oklahoma institution is expected to equal the number of credit hours sent by the Oklahoma institution to the exchange institution. Such authorization will be effective for as long as a contract exists with the reciprocal institution.

f. **Waiver for Oklahoma State Regents Academic Scholars Program.** Institutions shall waive resident tuition for Oklahoma residents and may elect to waive tuition for nonresident students who are recipients of the Oklahoma State Regents' Academic Scholars Program scholarship in an amount that, when added to the State Regents' cash award and any other state or federal financial aid for which the student qualifies, is sufficient to comply with the provisions of 70 O.S. 2001, Section 2033(C) and (E). Eligible recipients may be granted waivers of tuition for up to five (5) years of undergraduate and/or graduate study.

g. **Waiver for Regional University Baccalaureate Scholarships.** The regional universities shall waive resident tuition for recipients of a Regional University Baccalaureate Scholarship in an amount that, when added to the State Regents' cash award and any other state or federal financial aid for which the student qualifies,
shall comprise a scholarship sufficient to cover the cost of tuition, fees, room, board, books and supplies required for courses.

h. Waiver for Students in Custody of the Department of Human Services (Independent Living Act). As established in 70 O.S. 2001, Section 3230, State System institutions are authorized to waive the resident tuition for any eligible Oklahoma resident who, within the past three (3) years, has been in the custody of the Department of Human Services for any nine (9) of the twenty-four (24) months after the individual’s sixteenth (16) birthday and before the individual’s eighteenth (18) birthday. To be eligible, the resident must have graduated within the previous three (3) years from a high school accredited by the State Board of Education, the Oklahoma School of Science and Mathematics or, upon approval of the State Regents, a public high school in a state bordering Oklahoma in which the student enrolled with approval of the State Board of Education as provided in 70 O.S. 2001, Section 8-103, or has completed General Educational Development (GED) requirements. The eligible student must be pursuing studies in this state leading to an associate or baccalaureate degree or studies in a postsecondary Career Tech program or course offered pursuant to a duly approved cooperative agreement between an area Career Tech school and an institution which is a member of The State System. To retain eligibility, the student shall maintain good academic standing and satisfactory academic progress and comply with the standards related to maintenance of eligibility as promulgated by the State Regents. The student shall be eligible for such waivers up to the age of twenty-six (26) years or upon completion of the requirements for a baccalaureate degree, whichever comes first.

i. Waiver for Students Enrolled in On-Line Courses. State System institutions are hereby authorized to waive the tuition and fees for residents of the state of Oklahoma who are enrolled in on-line courses. Institutions shall waive the nonresident tuition of active-duty military personnel stationed in Oklahoma, or their spouses and of their dependents, so long as the military personnel are stationed in the state in full-time military service and under military orders. Dependents of military personnel who have not established residency according to the provisions of Part II, Chapter 2, Section 5 of the State Regents’ policy statement on “Residence Status of Enrolled Students in the Oklahoma State System of Higher Education” may continue their eligibility for the waiver if the military personnel are subsequently stationed out-of-state.

4. Scholarships so granted shall be gratuities and the student shall not be required to perform services in return for the award.

5. Institutions shall report to the State Regents on an annual basis the number of students and the amount of tuition waivers granted.

B. Policy Relating to Nonresident Tuition Waiver Scholarships.

1. Any institution in The State System may award a scholarship that includes a waiver of nonresident tuition as defined in 70 O.S. 2001, Section 3226.

2. Institutions shall report to the State Regents on an annual basis the number of students and the amount of nonresident tuition waivers granted.

V. WAIVER OF FEES

A. Institutions may establish procedures for waiving of fees for students who are enrolled in courses offered on a non-standard schedule.
B. Institutions shall waive fees for courses offered under a contract with business, industry, military, and governmental entities pursuant to the State Regents’ policy on Contract Credit Course Fees (Section 4, Part III, Paragraph C).

C. Institutions in The State System are authorized to establish policies that waive mandatory fees for students enrolled in off-campus, electronic media, and correspondence courses. Generally, fees for campus services and activities not available to students due to time and distance may be waived if the institution determines the waiver is in the best interests of the student and the institution.

D. Fees may be neither assessed nor waived unless authorized by general policy or by specific authorization of the State Regents.

AGENDA ITEM #18-b:

Tuition and Fees.

SUBJECT: Posting of additional institutional requests for changes to academic services fees for Fiscal Year 2005.

RECOMMENDATION:

It is recommended that the State Regents approve the posting of additional institutional requests for changes to academic services fees for Fiscal Year 2005, as reported on the attached schedule.

BACKGROUND:

Constitutional and Statutory Provisions for the Coordination of Higher Education Tuition and Fees

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for comprehensive universities and less than the average rate charged at peer institutions for regional and two-year institutions, 2) establish academic services fees, not to exceed the cost of the actual services provided, and 3) make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition, as well as annually report on tuition and fees.

Academic services fees for instruction and academic services are assessed students as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. These fees are required for all students receiving certain courses of instruction or academic services as designated by the institution. Institutions have provided justifications for the requested increases in academic services fees, the total revenue to be collected from the fees, and the use of increased revenues.

Institutional requests for changes to academic services fees for FY05 were posted at the State Regents’ meeting held April 1, 2004. A public hearing was held on April 12, 2004 at the State Regents’ office for the purpose of receiving views and comments on the requested changes to academic services fees and the resident and nonresident tuition and mandatory fee limits. The State Regents will act on proposals at their regular meeting scheduled to be held on June 30, 2004. State
Regents’ staff will review institutions’ published tuition and fee schedules for compliance with State Regents’ action.

**POLICY ISSUES:**

This item is consistent with the Policy and Procedures Relating to Tuition and Student Fees. State Regents’ policy lists November 1 of each year as the deadline for submission of requests for changes in fees to be charged the following academic year. This year an exception to policy was requested and approved for all institutions at the State Regents’ meeting held April 1, 2004.

**ANALYSIS:**

In addition to the requested changes in academic services fees for FY05 which were posted at the April 1, 2004 State Regents’ meeting, a few additional changes are being requested by Oklahoma State University primarily to distinguish between the university-wide portion of the technology services fee charged to all students and re-categorizing the college-specific portion of the fee, which varies by college, as academic services fees. OSU is requesting an increase to the college-specific portion of the fee by $1.50 per credit hour for each college. It is expected that they will decrease the university-wide portion of the mandatory technology fee from $9 per credit hour to $5 per credit hour. A list of these additional requests is attached and is being posted for State Regents’ review and public comment.
## Additional Requests for Changes to Academic Services Fees for FY05

### Oklahoma State University

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<tr>
<th>Description</th>
<th>Current</th>
<th>Proposed</th>
<th>Statutory Limit</th>
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<tr>
<td><strong>ACADEMIC SERVICES FEE</strong></td>
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<td>Facilities Equipment Utilization Fees</td>
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<tr>
<td>ASNR IT Fee—all program courses</td>
<td>4.00 per credit hour</td>
<td>5.50 per credit hour</td>
<td>Direct cost of services</td>
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<tr>
<td>A &amp; S IT Fee—all program courses</td>
<td>6.00 per credit hour</td>
<td>7.50 per credit hour</td>
<td>Direct cost of services</td>
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<tr>
<td>CBA IT Fee—all program courses</td>
<td>6.00 per credit hour</td>
<td>7.50 per credit hour</td>
<td>Direct cost of services</td>
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<tr>
<td>COE IT Fee—all program courses</td>
<td>8.00 per credit hour</td>
<td>9.50 per credit hour</td>
<td>Direct cost of services</td>
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<td>CEAT IT Fee—all program course</td>
<td>20.00 per credit hour</td>
<td>21.50 per credit hour</td>
<td>Direct cost of services</td>
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<tr>
<td>HES IT Fee—all program courses</td>
<td>8.00 per credit hour</td>
<td>9.50 per credit hour</td>
<td>Direct cost of services</td>
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<tr>
<td><strong>Other Special Fees</strong></td>
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<tr>
<td>Academic Facilities Fee (formerly 'Classroom Renovations Fee') -- charged to students who first enrolled during the 2003-2004 academic year and successive years.</td>
<td>5.00 per credit hour</td>
<td>7.50 per credit hour</td>
<td>Direct cost of services</td>
</tr>
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AGENDA ITEM #19-a:

EPSCoR.

SUBJECT: Service Agreement

RECOMMENDATION:

It is recommended that the State Regents approve the service agreement between the Board of Regents of the University of Oklahoma and the Oklahoma State Regents for the Coordinator for Grant Writing and External Funding Technical Assistance, Linda Mason.

BACKGROUND:

Eight federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, the United States Department of Agriculture and the Department of Commerce. Oklahoma is one of 26 states and other entities that participate in a program at one or more federal agencies.

POLICY ISSUES:

This recommendation is in accordance with State Regents’ policy.

ANALYSIS:

During 2003, EPSCoR contracted with the American Association for the Advancement of Science (AAAS) to conduct a study of the undergraduate campuses participating in the Oklahoma Biomedical Research Infrastructure Network (BRIN), a multi-year award funded by NIH in 2001. One of the major needs identified in the AAAS report was for a “Research Whip” to facilitate grant-writing activities at the undergraduate campuses. The Research Whip, or the “Coordinator for Grant Writing and External Funding Technical Assistance,” has been hired as an employee of the State Regents for Higher Education with office proximity to the EPSCoR Director. The Research Whip will work under the direct supervision of the Associate Vice Chancellor and Special Assistant to the Chancellor in the Federal Relations division. This person will be supported initially by funds from the BRIN, the Oklahoma Research Infrastructure Improvement Award and the State Regents for Higher Education.

This recommendation initiates a service agreement for the period of March 27, 2004 through June 30, 2004 for services rendered to Oklahoma EPSCoR and the State Regents for Higher Education.
SERVICE AGREEMENT

OUHSC PI: Dr. Frank Waxman
Grant/Contract No.: EPSCoR 2002-12
OUHSC C Account: C1015001

This Service Agreement is entered into on this 1st day of May 2004 by and between the Board of Regents of the University of Oklahoma on behalf of Frank Waxman, Ph.D. ("University"), and the Oklahoma State Regents for Higher Education ("OSRHE").

Whereas, the University has been awarded Grant/Contract No. EPSCoR 2002-12 under Prime Contract from Oklahoma State University entitled "EPSCoR Research Infrastructure Improvement Plan" for the provisions of certain services, and:

Whereas OSRHE is uniquely situated to assist University in the provision of some of those services, as described below.

Now, therefore, in consideration of the foregoing and the mutual covenants contained herein, the parties agree as follows:

1. OSRHE will provide the following services to the University:

Linda Mason will serve as the “Coordinator for Grant Writing and External Funding Technical Assistance” to facilitate grant-writing activities at the undergraduate campuses. This position will report directly to the Associate Vice Chancellor and Special Assistant to the Chancellor in the Federal Relations division of OSRHE. Specific duties will include:

- Performing daily research of relevant federal and private databases for appropriate research and programmatic external funding opportunities for the agency and for State System institutions;
- Compiling grant opportunities into a weekly funding opportunity update for electronic dissemination;
- Performing grant writing and grant assistance functions for institutional faculty and/or staff grant writers in State System institutions as assigned;
- Providing grant writing workshops and/or technical assistance for agency and campus staff as assigned;
- Providing agency staff with basic data research to support the writing of grant proposals as assigned; and
- Other external funding related duties as assigned.

Services will be provided within thirty (30) days of University's request for them, or as specified in the above description.

2. This Agreement shall be for a total amount of $7,313 (50% effort) for services
provided. Preapproved travel (local) expenses will also be part of this agreement for an amount not to exceed $500. OSRHE will invoice University monthly for one-third of the total amount of the agreement, and University will pay OSRHE no later than forty-five (45) days following the receipt of the invoice.

3. The parties agree that each will be responsible for its own negligent and intentional acts and omissions, with the University’s liability governed by the Oklahoma Governmental Tort Claims Act.

4. The term of this agreement shall be from April 01, 2004 to June 30, 2004 unless (a) either party gives the other 30 days written notice of its intent to terminate the agreement, or (b) the award under which the University has agreed to provide these services is terminated, or (c) immediately in the event of material breach of this Agreement by either party.

5. Upon request of University, OSRHE shall permit any representative of the State, University, or other authorized agency with jurisdiction over the University to conduct a site visit and inspect and audit the books and records of OSRHE related to the services, items, or responsibilities provided or to be provided hereunder.

6. As applicable, the provisions of Executive Order 11246, as amended by EO 11375 and EO 11141 and as supplemented in Department of Labor regulations (41 CFR Part 60 et. seq.) are incorporated into this Agreement and must be included in any subcontracts awarded involving this Agreement. The parties represent that all services are provided without discrimination on the basis of race, color, religion, national origin, disability, political beliefs, sex, or veteran’s status; they do not maintain nor provide for their employees any segregated facilities, nor will the parties permit their employees to perform their services at any location where segregated facilities are maintained. In addition, the parties agree to comply with the applicable provisions of Section 504 of the Rehabilitation Act and the Vietnam Era Veteran’s Assistance Act of 1974, 38 U.S.C. §4212.

Agreed and Accepted:

OSRHE

Paul Risser
Chancellor

Board of Regents of the University of Oklahoma

Lisa C. Asch, MS, MPH, CRA
Assistant Director
Office of Research Administration

Acknowledged:

Frank Waxman, Ph.D.

105
SERVICE AGREEMENT

OUHSC PI: Dr. Frank Waxman
Grant/Contract No.: 5P20RR016478-03
OUHSC C Account: C1007703

This Service Agreement is entered into on this 1st day of May 2004 by and between the Board of Regents of the University of Oklahoma on behalf of Frank Waxman, Ph.D. ("University"), and the Oklahoma State Regents for Higher Education ("OSRHE").

Whereas, the University has been awarded Grant No. 5P20RR016478-03 from the National Center for Research Resources entitled "Oklahoma Biomedical Research Infrastructure Netowrk" for the provisions of certain services, and:

Whereas OSRHE is uniquely situated to assist University in the provision of some of those services, as described below.

Now, therefore, in consideration of the foregoing and the mutual covenants contained herein, the parties agree as follows:

1. OSRHE will provide the following services to the University:

Linda Mason will serve as the “Coordinator for Grant Writing and External Funding Technical Assistance” to facilitate grant-writing activities at the undergraduate campuses. This position will report directly to the Associate Vice Chancellor and Special Assistant to the Chancellor in the Federal Relations division of OSRHE. Specific duties will include:

- Performing daily research of relevant federal and private databases for appropriate research and programmatic external funding opportunities for the agency and for State System institutions;
- Compiling grant opportunities into a weekly funding opportunity update for electronic dissemination;
- Performing grant writing and grant assistance functions for institutional faculty and/or staff grant writers in State System institutions as assigned;
- Providing grant writing workshops and/or technical assistance for agency and campus staff as assigned;
- Providing agency staff with basic data research to support the writing of grant proposals as assigned; and
- Other external funding related duties as assigned.

Services will be provided within thirty (30) days of University’s request for them, or as specified in the above description.

2. This Agreement shall be for a total amount of $7,313 (50% effort) for services
provided. Preapproved travel (local) expenses will also be part of this agreement for an amount not to exceed $500. OSRHE will invoice University monthly for one-third of the total amount of the agreement, and University will pay OSRHE no later than forty-five (45) days following the receipt of the invoice.

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5. Upon request of University, OSRHE shall permit any representative of the State, University, or other authorized agency with jurisdiction over the University to conduct a site visit and inspect and audit the books and records of OSRHE related to the services, items, or responsibilities provided or to be provided hereunder.

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Agreed and Accepted:

OSRHE

Paul Risser
Chancellor

Board of Regents of the University of Oklahoma

Lisa G. Asch, MS, MPH, CRA
Assistant Director
Office of Research Administration

Acknowledged:

Frank Waxman, Ph.D.

Date: 5/11/04
AGENDA ITEM #19-b:

EPSCoR.

SUBJECT: Approval of Contract and allocation of matching funds

RECOMMENDATION:

It is recommended that the State Regents approve the June 2004 through May 2005 contract with Oklahoma State University to serve as the fiscal agent for the National Science Foundation EPSCoR Research Infrastructure Improvement Plan and an allocation of $1.5 million for this program.

BACKGROUND:

In 2001, the National Science Foundation notified the Oklahoma EPSCoR Committee that the three-year Research Infrastructure Improvement Plan proposal had been approved for funding. The Oklahoma State Regents for Higher Education act as the funding agent for state matching funds and support the EPSCoR programs through the Research Matching Fund. The EPSCoR allocation of $1.5 million for FY05 supports this commitment.

POLICY ISSUES:

This section is consistent with State Regents’ policy and actions.

ANALYSIS:

In 1985 the National Science Foundation launched an initiative to improve research competitiveness in states that historically had received relatively little external support. The Experimental Program to Stimulate Competitive Research in Oklahoma has served as a major stimulus to improvements in the research infrastructure and in the competitiveness of Oklahoma researchers. The 1985 EPSCoR planning document identified a lack of research-oriented faculty, of graduate students and of research spirit as limitations to Oklahoma’s research competitiveness. The first two Oklahoma EPSCoR programs (1986-91 and 1992-95) stimulated individual researchers and research clusters, building research infrastructure and proving the value of targeted research initiative programs. The three Oklahoma research universities (the University of Oklahoma and the Health Sciences Center, Oklahoma State University and The University of Tulsa) now have a collective research spirit and culture. Further support is provided by the State Regents for research enhancement, endowed chairs, and summer academy science and mathematics programs. The 1996-98 Systemic Improvement Plan not only supported individual investigators, but established research collaborations and programs that transcend individual campuses and institutions to build statewide interinstitutional Science and Technology Centers in biotechnology, materials science and environmental research. These centers bring together existing individual and group
research strengths in the state and provide the critical mass of researchers and facilities to achieve competitiveness with first-rank programs. The cooperative agreement through FY2001 continued infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and establishes advisory committees to promote university-private sector partnerships. Other areas of special focus include

- the creation of a stable base of R&D funding for Oklahoma higher education;
- the recruitment and retention of high quality science and engineering faculty;
- enhancement of the public visibility of the state's research and graduate programs; and
- establishment of a uniform database of quantitative indicators of activity and progress to assess its impact upon the state's R&D competitiveness.

The Research Infrastructure Improvement Plan (FY2002-2005) focuses on the fields of nanotechnology and functional genomics. Nanotechnology combines chemistry and engineering to create functional materials, devices and systems “one atom at a time.” Nanotechnology is a major thrust of the NSF. Functional genomics builds on the Human Genome Project to improve researchers’ understanding of genetics and to improve human health and the agriculture industry. Entities collaborating on this research include: University of Oklahoma, Oklahoma State University, OU Health Sciences Center, the University of Tulsa and the Oklahoma Medical Research Foundation.

The attached contract formalizes Oklahoma State University's role as the fiscal agent.
Agreement Between the
Oklahoma State Regents for Higher Education
and
Oklahoma State University
Pertaining to
Experimental Program to Stimulate Competitive Research

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 28th day of May 2004.

WHEREAS the Oklahoma EPSCoR Committee, together with Oklahoma State University, the University of Oklahoma, the Oklahoma Medical Research Foundation and the University of Tulsa, initiated a Research Infrastructure Improvement Plan proposal under the Experimental Program to Stimulate Competitive Research (EPSCoR) of the National Science Foundation;

WHEREAS the National Science Foundation has made an award of monies based on scientific merit for the Oklahoma EPSCoR proposal, the grant being conditioned on the availability of matching funds;

WHEREAS the Oklahoma State Regents for Higher Education have allocated monies for EPSCoR sufficient to meet the matching obligation; said allocated monies will be distributed by OSRHE for this program pursuant to the constitutional authority vested in OSRHE, the coordinating board of control for higher education;

WHEREAS the expanding number of Oklahoma EPSCoR programs and activities have likewise achieved a degree of statewide and national visibility;

THEREFORE, the parties agree that:

1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to $1,500,000 for the period of June 2004 through May 2005. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.

2) OSU will act as the fiscal agent for this program for the fiscal year 2005 and shall distribute monies as appropriate to the other program participants including the University of Oklahoma and The University of Tulsa, subject to the following provisions:

a. The Principal Investigator (PI), Frank Waxman, shall have final budget authority for all expenditures of State Regents matching funds.

b. OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.

c. OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.
d. Any unspent monies remaining at the end of the fiscal year may be spent in the next fiscal year.

e. OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.

3) This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.

4) OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant as set forth in grant number 0132534.

THE PARTIES HAVE READ THE TERMS AND PROVISIONS OF THIS AGREEMENT AND HEREBY GIVE THEIR VOLUNTARY CONSENT TO THAT AGREEMENT.

Oklahoma State University  Oklahoma State Regents for Higher Education

By: ____________________  By: _____________________
    President    Chancellor

Date:___________________  Date: ____________________
AGENDA ITEM #20:

Master Lease Program.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2004B Master Lease Series. The total projects from three entities amount to approximately $2.3 million.

BACKGROUND:
The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of $50,000 up to a maximum of $10 million. The terms of the lease agreements will vary by the useful life of the equipment purchases.

The State Regents’ office works in conjunction with the Oklahoma Development Finance Authority (ODFA) to administer this program with each institutional lease purchase agreement submitted to the Council of Bond Oversight for approval. The institutional governing boards have given prior approval of all equipment purchases submitted under this program.

POLICY ISSUES:
Recommendation is consistent with current State Regents’ policy.

ANALYSIS:
The Master Lease Purchase Program provides the State System entities a method of financing major personal property acquisitions at significant efficiencies from both financing aspects and administration. This program is designed to provide flexibility in acquiring new capital equipment by allowing lease purchase payments or debt service payments to be made on a monthly basis from current capital and operating funds. Individual sub-lease agreements will be entered into with each participating institution and the State Regents, under the terms of the Master Lease Purchase Agreement. The institution’s fee structure shall be based on the individualized purchase package and interest rates available on the day of bond pricing.

The second series for FY2004 includes three system institutions with an estimated total of approximately $2.3 million of equipment purchases. The following table summarizes this series of project totals by institution.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Amount to be Financed in August Issue</th>
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<tbody>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>$515,000</td>
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<td>Connors State College</td>
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<td>Oklahoma State University</td>
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<td>Total for August Issue</td>
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* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

SWOSUMasterlease.xls
## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
### MASTER LEASE-PURCHASE DETAILED LISTING
#### Fiscal Year 2004

<table>
<thead>
<tr>
<th>Item #</th>
<th>Description</th>
<th>Project #</th>
<th>Estimated Cost</th>
<th>Estimated Date Funded</th>
<th>Estimated Useful Life in Years</th>
<th>Estimated Replacement Strategy Life* in Years</th>
<th>Will a Third Party Benefit Economically by use of this Equipment (i.e. taxable third party such as for-profit entity)</th>
<th>Point of Contact (Name and Phone Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Shop Equipment</td>
<td></td>
<td>$183,725</td>
<td>Aug, 2004</td>
<td>5</td>
<td>5 No</td>
<td>Jim Ramsey 405.744.7938</td>
<td></td>
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<tr>
<td>2</td>
<td>Underground storage tanks</td>
<td></td>
<td>$68,000</td>
<td>Aug, 2004</td>
<td>5</td>
<td>5 No</td>
<td>Jim Ramsey 405.744.7938</td>
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<td>3</td>
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</tbody>
</table>

| Item Total (Subtotal if multiple sheets) | $251,725 |

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.

OSUMasterlease.xls
# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
## MASTER LEASE-PURCHASE DETAILED LISTING
### Fiscal Year 2004

<table>
<thead>
<tr>
<th>Item #</th>
<th>State Regents* Campus Master Plan Project #</th>
<th>Description—Be Specific (i.e., size, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Date Funding Needed mmm/dd</th>
<th>Estimated Useful Life in Years</th>
<th>Estimated Replacement Strategy Life* in Years</th>
<th>Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)</th>
<th>Point of Contact (Name and Phone Number)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>165-0012</td>
<td>Energy Conservation &amp; Renovation Measures as detailed below</td>
<td>1,524,688</td>
<td>Aug-04</td>
<td>20</td>
<td>No</td>
<td>All of these items are part of an Energy Performance Contract as Authorized by House Bill 1869, 2000-2001 session.</td>
<td>Eunice Scott (918)463-2831</td>
<td></td>
</tr>
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<td></td>
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<td>Line Items Consist of</td>
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<td></td>
<td></td>
<td>Heat and Air Improvements-All campuses</td>
<td>868,394</td>
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<tr>
<td></td>
<td></td>
<td>Lighting retrofits</td>
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<td></td>
<td></td>
<td>Plumbing retrofits</td>
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<td>ADA Compliance</td>
<td>50,050</td>
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<td>Painting and minor repairs</td>
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<td>Project development cost</td>
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<td></td>
<td>Total (Subtotal if multiple sheets)</td>
<td>1,524,688</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.
AGENDA ITEM #21-a:

Revenue Bond.

SUBJECT: Review of Statement of Essential Facts

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statement of Essential Facts for the University of Oklahoma, Series 2004, in the amount of $80,000,000 is substantially accurate.

BACKGROUND:

For revenue bonds issued pursuant to Title 70, Oklahoma Statutes, Section 4001 through 4014, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers. Section 4014 of this statute requires that the State Regents examine the Statement of Essential Facts and, if found to be substantially accurate, certify such to the Attorney General of Oklahoma.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2004 bonds will be used for to (a.) to construct, renovate, remodel, expand, acquire, furnish and equip the University student housing facilities on the Norman Campus, (b) to fund the required Reserve Fund, and (c) to pay the costs of issuance.

The bonds to be issued as fully registered bonds will be payable on January 1 each of the years 2005 through 2034 with interest payments commencing on July 1, 2004, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents of the University of Oklahoma. These bonds are being issued in parity with the Multiple Facility, Series 1998, and the Housing Revenue Bonds, Series 2002.

The University has pledged, as security for the bonds the net revenues of the Housing and Food Services Department. The University has also pledged as security a Debt Service Reserve Fund in the form of a Debt Service Reserve Fund Surety Policy. The pledged revenues as anticipated by the University’s Board, will provide sufficient revenue to: (1.) pay principal of and interest on the Bonds; and, (2.) maintain the reserve required in the Reserve Account for securing any bonds payable. The University Regents’ policy requires that certain students be required to live in University housing residence halls.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the multiple
facilities projects has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt service requirements at a minimum coverage ratio of 2.13.

A concurrent resolution authorizing issuance of the bonds has been approved by the legislature. A copy of the Preliminary Official Statement is available for review.

A summary of the proposed projects is included as follows:

(1.) **Student Apartment Facilities:** This project includes two phases of construction to replace the existing Yorkshire and Parkview apartment complexes. Each phase consists of 576 beds for the housing system and results in a net increase in bed count of 179. Units will be rented on a per-bed basis with each unit consisting of 2-4 bedrooms. Amenities for each unit include full bathrooms, all kitchen appliances, washers and dryers, landscaped courtyard and entertainment areas, security systems, high-speed Internet access, and a commons area with seating and multimedia equipment. Resident advisors will live within the community to assist members with social and educational programming to further learning outside of the classroom. Cleveland Area Rapid Transit (CART) will provide shuttle service from the complexes to major attractions in town as well as to other campus destinations. $49,100,000

(2.) **Student Dormitory Facilities:** This project includes renovation of approximately 50% of the current resident halls. Through the renovation process, approximately 360 beds will be added to the residence hall bed count. Refurbishment includes, but is not limited to, new flooring, water-efficient commodes, replacing built-in furniture with moveable furniture, improving lighting and paint. Many of the current fixtures and flooring are original to the facilities so, through the renovation process, a more pleasing living and academic environment will be established to further the University’s mission. $23,997,000
AGENDA ITEM #21-b:

Revenue Bond.

SUBJECT: Review of Statement of Essential Facts

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statement of Essential Facts for Cameron University, Series 2004, in the amount of $9,000,000 is substantially accurate.

BACKGROUND:

For revenue bonds issued pursuant to Title 70, Oklahoma Statutes, Section 4001 through 4014, a Statement of Essential Facts shall be prepared by the issuing Board of Regents for the use of and information of prospective bond purchasers. Section 4014 of this statute requires that the State Regents examine the Statement of Essential Facts and, if found to be substantial accurate, certify such to the Attorney General of Oklahoma.

POLICY ISSUES: None

ANALYSIS:

The proceeds received from the sale of the Series 2004 bonds will be used (a) to construct, renovate, remodel, expand and to equip the student housing facilities, (b) to make required deposits into the Bond Reserve Fund, (c) for payment of costs of issuance, and, (d) to reimburse the University for improvements recently made in anticipation of these bonds.

The bonds to be issued as serial bonds will be payable on January 1 and July 1 for each of the years 2005 through 2024 with interest payments commencing on July 1, 2004, and semiannually each year thereafter and term bonds payable on July 1, 2029 and July 1, 2034. The bonds are special obligations of the Board of Regents for the University of Oklahoma. The University has pledged, as security for the bonds the gross receipts of the University’s Housing Department, and $5.02 per credit hour of the existing Student Facility Fee of $7.30 per credit hour. The University has also pledged as security a Debt Service Reserve Fund in the form of a Debt Service Reserve Fund Surety Policy. The pledged revenues as anticipated by the University’s Board, will provide sufficient revenue to: (1.) pay principal of and interest on the Bonds; and, (2.) maintain the reserve required in the Reserve Account for securing any bonds payable.

The Statement of Essential Facts as reflected in the Preliminary Official Statement for the University Student Housing project has been reviewed and found to be substantially accurate. Projected revenue, as described in the Statement, will assure that revenues will be adequate to cover debt.
service requirements at a minimum coverage ratio of 2.2.

A concurrent resolution authorizing issuance of the bonds has been approved by the legislature. A copy of the Preliminary Official Statement is available for review.
AGENDA ITEM #22:

Investment Policy.

SUBJECT:

Approval of amendment to policy on investment committee

RECOMMENDATION:

It is recommended that the State Regents approve an amendment to the policy on the composition and duties of the investment committee.

BACKGROUND:

At the September 2002 meeting, State Regents approved a contract with Hammond Associates of St. Louis to serve as investment consultants for management of the State Regents’ Endowment Fund. The firm has undertaken a thorough review of the Regents’ policies on asset allocation, spending, and portfolio evaluation. Previous amendments have addressed asset allocation and earnings distribution. Future recommendations will amend the asset allocation of the scholarship trust funds. The amendments proposed in this item, although not a result of Hammond’s review, would clarify board operation and responsibilities.

POLICY ISSUES: This action will amend the policy on the investment committee (II-4-73-74).

ANALYSIS:

The proposed amendments would modify the composition of the committee and clarify its duties by aligning the policy with the evolving practice of the Regents. The policy currently provides that the Budget and Audit Committee will act as the investment committee; in reality, a committee-of-the-whole structure has become the usual practice. Likewise, the proposed amendments would acknowledge the enlarged role of the investment consultant in board decision-making subsequent to the engagement of Hammond Associates and expansion of managers beyond the Common Fund.
INVESTMENT POLICY FOR FUNDS ADMINISTERED BY THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Section One: The Endowment Trust Fund

Objective: To invest the trust fund in a mix of investments that will allow a return sufficient to preserve the corpus from the effects of inflation and to distribute earnings sufficient to fund programs at participating institutions. The corpus of the Endowment Trust Fund shall not be diminished.

I. Investment Committee

The Oklahoma State Regents for Higher Education shall serve as the board of trustees of the Endowment Trust Fund.

The chairman of the State Regents shall serve as chairman of the board of trustees and shall appoint an investment committee of the board, comprised of no fewer than four nor more than nine members. The members of the investment committee shall be members of the State Regents' Budget and Audit Committee.

The committee shall make recommendations to the entire membership of the board of trustees on all matters related to the choice of an investment consultant, of custodians and managers of the assets of the trust funds, on the establishment of investment and fund management guidelines, and in planning investment policy. The committee shall have no authority to act on behalf of the board of trustees in any circumstances whatsoever. No recommendation of the committee shall have effect as an action of the board of trustees nor take effect without the approval of the board of trustees.

II. Duties of the Investment Committee

The investment committee shall oversee all investment functions and decisions of the trust funds and shall establish uniform investment procedures.

The investment committee shall oversee the chancellor and staff in matters relating to the investment of monies.

The investment committee shall be responsible for developing the investment policy of the trustees, for recommending an investment manager(s) consultant to the trustees, and for evaluating the performance of the investment consultant and manager(s).

The investment committee shall also have the responsibility for presenting the reports of the investment manager consultant to the board of trustees quarterly or as requested by the trustees.

In choosing an investment manager consultant for recommendation to the board, the investment committee shall consider consistency and superior management in both equities and fixed-income investments, custodial research and other services offered, and competitiveness of fees. The board of trustees shall appoint the investment manager consultant.
The investment consultant shall conduct searches for managers and custodial and other services and make recommendations to the committee for Regents’ action. The selection of the investment manager shall conform to the provisions of 70 O.S. 1991-2001, Section 3954(e).

The investment committee shall ensure that any restrictions pertaining to investment and distribution placed on gifts to the trust fund are honored.

The investment committee, at their discretion, may solicit comment or advice from knowledgeable individuals concerning the management of the trust funds.

III. Earnings Distribution

The investment committee shall recommend to the board the distribution at the end of each fiscal year. The distribution will not necessarily be equivalent to actual earnings during the year, but to maintain a distribution rate from year to year that, as a goal, will approximate four and one-half percent (4-1/2%) of the asset values based on an average of the past three years for the endowment trust fund.
AGENDA ITEM #23:

Commendations.

SUBJECT: Staff Recognitions

RECOMMENDATION:

It is recommended that the State Regents accept this report and commend staff and State Regents for state and national recognitions.

State Regents and staff have received the following state and national recognitions:

- **Shelley Howell**, Coordinator of Academic Affairs Projects, received a Doctor of Education in Higher Education Administration from Oklahoma State University on May 7. Dr. Howell also holds a baccalaureate in vocational education studies from Southern Illinois University and a master’s degree in education from the University of Oklahoma. She has worked for the Regents since December 2001.

- **Ami Lehman**, Accounts Receivable Supervisor of OneNet, received an Associates in Applied Science from Oklahoma State University – Oklahoma City on May 19.

- **Mary Mowdy**, Director of Oklahoma Guarantee Loan Program (OGSLP), was elected Treasure-Elect for the National Council of Higher Education Loan Programs.

- **Jeff Anderson**, Records Management Coordinator at OGSLP, received highest regards from Oklahoma Department of Libraries for his “excellent working relationship.”

- **Chancellor Paul Risser**, addressed numerous audiences in April including the Oklahoma Association for Institutional Research and Planning and Deer Creek School. In May, the Chancellor addressed OU College of Liberal Studies Commencement, Oklahoma Aerospace Summit, OSU-CHS Commencement, Shawnee Rotary Club, and WOSC Commencement.

- **Dr. Phil Moss** and **Dr. Kermit McMurry** represented the State Regents at the Early Childhood Higher Education Summit in April.

- **Dr. Phil Moss**, as a member of the EDUCAUSE Critical Issues Committee, co-authored an article.

- **Terri Grissom, Jolynn Horn, and Heather Jones**, Regional Coordinators for GEAR UP, have been selected to serve as peer reviewers for the U. S. Department of Education
for their Improving Literacy Through School Libraries grant. Terri Grissom and Heather Jones will also serve as facilitators for the project.

- **Terri Grissom**, North Central Regional Coordinator for GEAR UP, was recently selected to serve as a national peer reviewer for the Corporation for National and Community Service for their Senior Volunteer Service grant program in conjunction with the Homeland Security initiative.

- **Dr. Kermit McMurry** addressed Murray State College commencement in May.

- **Chancellor, Les Risser, Phil Moss, Dwayne Webb, Randy Crosby, Ben Frech, Margie Humdy, Shelley Howell, Chelli Gentry, Michael Yeager, and Angela Caddell** are to be commended for their work with the MERLOT Project Directors. The 22 people who were here represented 16 organizations from across the U.S. and Canada institutions (Cornell, Coastal Carolina, Troy State, Ohio University, and Wisconsin), systems (CSU, North Carolina, California Community Colleges, Tennessee, EduSource from Canada, Virginia Community Colleges, South Dakota, SUNY), and others (McGraw-Hill, Carnegie Foundation, and the international library consortium OCLC).

- **Cynthia Fuston**, GEAR UP, for the Outreach Award; **Rick Sykora**, OGSLP for the Regents’ Service Award; **Kevin Callahan**, OneNet, for the Leadership Award; **Mary Manley**, IT, for the Efficiency Award; **Barbara McCrary**, OGSLP, for the Teamwork Award; **Kyle Dahlem**, Teacher Education, for the Ambassador Award; ETN Staff--**Roger Brown, Randy Crosby, Bill Davis, Randy Glenn, Ron McKinney, Sam McLean, Ron Moths, and Alberto Seco** for the Chancellor’s Award are to be commended and were recognized at the employee celebration entitled Above and Beyond.

- **Goldie Thompson**, MTRC coordinator, presented at the Oklahoma Association of Minorities in Career and Technology Education Leadership Conference in April. Her topic was academic and professional career opportunities.

- **Kyle Dahlem**, Director of Teacher Education and Minority Teacher Recruitment Center (MTRC), presented at the governor’s Youth Summit on Globalization in April. The presentation to 75 high school and college students focused on career and education opportunities in the global economy. Student responses were video recorded and will be used as part of the Southern Growth Policies Board national conference in Oklahoma City. Governor Henry is Chair of the Southern Growth Policies Board.

- **Bob LeFlore**, Comptroller, was a member of a federal Mental Health Block grant monitoring team for the State of Pennsylvania in April.

- **Dr. Cynthia Brown**, Senior Coordinator for Student Preparation, will serve as Vice President/President-Elect in 2004-05 for the Oklahoma Association for Supervision and Curriculum Development.

- **Johnny Morrow** and **Dan Craig**, Field Coordinators for EPAS, will serve as co-coordinators for two state conferences of the Oklahoma Association for Supervision and Curriculum Development in fall 2004 and spring 2005.
• **Patty Stowers**, Central Services at OGSLP, received a Bachelor’s of Science degree from Mid-American Christian University in May.

• **Stacey Weinand**, Mathematics and Science Field Coordinator, has been selected as one of three persons to represent Oklahoma on the Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST) Advisory Board.

• **Joy Shaw**, Default Prevention at OGSLP, received a Bachelor’s degree in sociology from the University of Central Oklahoma in December 2003.

• **Miranda Conder**, Default Prevention at OGSLP, received a Bachelor’s degree in criminal justice from Mid-America Christian University in May.

• **Jeff Oplotnik**, Default Prevention at OGSLP, received an Associate’s degree in business management from Oklahoma State University-Oklahoma City.

• **Zane Wood**, Default Prevention at OGSLP, received a Juris Doctor from Oklahoma City University School of Law.

• **Ami Layman, Randy Bishop, and Bill Johnson** from OneNet; **and Barbara McCrary**, Chris Evans, Roger Bozarth, Cort Boecking, Latreece Langston, Pamedio French, Jaime Flowers, Irene Sowers, Robert Norris, Debra Mann, Nakia Jacobs, Chris Davis, Melody Hale, Lisa Hale, Talitia Watson, Syvia Noyes, Christina Benally, Beth White, Iva King-Heard, Linda Cocklin, Christina Benally, Holly Goodson, Tara Lane, Mary Mowdy, Rick Sykora, Penny Gandy, Pam Hicks, Holly Lane, Sarah Grajales from OGSLP; **Janna Julian** from Human Resources, Harve Allen from Communications and the Chancellor and Les Risser are to be commended for all the hard work in preparation for *Take our Daughters and Sons to Work Day* on April 22.

It is recommended that the State Regents accept this report and commend staff for state and national efforts noted above.
AGENDA ITEM #24:

OneNet.

SUBJECT:  OneNet – National LambdaRail (NLR) Membership

RECOMMENDATION:

It is recommended that the State Regents authorize OneNet to pursue a Class A Membership in the National LambdaRail (NLR) and expend $1 million for Year-One “Class A” membership dues.

BACKGROUND:

The National LambdaRail (NLR) is a major initiative of U.S. research universities and private sector technology companies to provide a national scale infrastructure for research and experimentation in networking technologies and applications. The NLR aims to catalyze innovative research and development into next generation network technologies, protocols, services and applications.

More explicitly, a "Lambda" is an ultra fast network, 100 times faster than the commodity Internet that – unlike current Internet technology – can carry many different transmissions at the same time. If the Internet is a superhighway, the NLR is like dozens of high speed bullet trains of unprecedented speed and reliability.

The NLR’s fundamental objective is to enable research to be done in ways that are currently not possible. Further, it will re-energize innovative network research that goes beyond 'incremental' evolution of Internet technologies. It will enable network R&D (all layers), application level experiments and production traffic to co-exist on the same infrastructure.

POLICY ISSUES:

State Regents’ policy requires State Regents’ action on contracts and expenditures greater than $25,000.

ANALYSIS:

The National LambdaRail (NLR) is the next generation academic network to support research in American universities. The plan for NLR is to create a very high speed network backbone connecting the major research universities and national laboratories in the United States. This network will be a path for the very fast telecommunications that researchers will be requiring in future years.

Participation in the NLR will:

- Move Oklahoma to the forefront of high end research, playing to our strengths in weather forecasting, energy, sensors, biotechnology, aerospace, telecommunications, transport & logistics, and high energy physics.
- Provide a telecommunications framework for Oklahoma researchers to become substantially more competitive for federal research funding, helping to change Oklahoma from a net donor to a net recipient.
- Facilitate creation of new technologies and markets, thereby stimulating economic development.
- Increase responsiveness to the needs of higher education.
- Lower networking cost.
- Multiple concurrent large scale experiments will be backed by robust technical support services.
- Position Oklahoma universities on an equal footing with the best research institutions in the nation.
- Allow Oklahoma to be recognized as an industry leader.

The national backbone will form a loose loop around the country from San Diego to Seattle, Denver, Kansas City, Chicago, Pittsburgh, Washington DC (with a spur to Boston), the Carolinas, Jacksonville, Baton Rouge, Texas, New Mexico, and back to San Diego. There will also be north/south connections in addition to the ring. One will likely be from El Paso to Denver through New Mexico. Nodes on the network will be at major scientific and research centers. We have an opportunity for a north/south path on the NLR from Texas to Kansas City through Oklahoma and for a node in Oklahoma that our state academic network could connect to. In our region, Texas, New Mexico, and Louisiana have joined the NLR and Oklahoma has submitted a letter of intent, will full membership contingent on Regents’ approval.

Participation in NLR costs $5 million ($1 million a year for five years) and brings with it a seat on the NLR board and a major node on the network. Funding for the first year is anticipated to come from various sources: a commitment of private funds of no less than $150,000; fees from participating entities including Oklahoma and Arkansas institutions, as well as Great Plains Network partners; unobligated carryover from prior-year EPSCoR allocations; and a potential supplemental appropriation from the 2005 Legislature. Staff will work during the interim with university participants, legislative and Governor’s cabinet members and the private sector on support for future years. The NLR agreement (see below) and by-laws each contain a failure of appropriations clause in the event that funding commitments do not materialize.

In addition to the membership dues, each prospective member must sign the attached Membership Agreement (Exhibit A) and a promissory note (Exhibit B). The State Regents’ legal staff have collaborated with the NLR to modify the documents to be in compliance with Oklahoma’s purchasing statutes. Upon submission of the membership dues and documentation, the Oklahoma will secure a seat on the NLR Board of Directors – participating directly in the strategic planning and development of the network.

By participating in this network, Oklahoma gives its universities and researchers a level playing field with their counterparts in our region and also nationally in access to the high speed research networks that will be necessary in future years to support the goals of making our state a leader in research and research-driven economic development in our region. Already, the University of Oklahoma’s recent initiative in high end computing has helped bring in over $13M in additional funding -- and this number will grow even faster with NLR participation, helping turn Oklahoma into the Research Capital of the Plains. In addition, as the technologies developed by Oklahoma researchers are transferred to the private sector, these endeavors will lead to significant improvements to Oklahoma's economy.
Exhibit A

MEMBERSHIP AGREEMENT

This Membership Agreement (the “Agreement”) is entered into this _____ day of May, 2004 by and between National LambdaRail, Inc., a Delaware nonstock, nonprofit corporation (the “Corporation”) and the undersigned prospective member of the Corporation (the “Prospective Member”).

AGREEMENT TO BECOME A CLASS A MEMBER. The Prospective Member hereby irrevocably agrees to become a Class A Member (as such term is defined in the Corporation’s Bylaws) of the Corporation and, as a condition to such membership, to contribute Five Million Dollars ($5,000,000) for each vote to be held by such Class A Member, for a total contribution of $5,000,000 (the “Aggregate Contribution”), subject to acceptance by the Corporation. No prospective member will be permitted to have more than two (2) votes as a Class A Member of the Corporation. The Aggregate Contribution shall be payable to the Corporation as follows:

An initial contribution (the “Initial Contribution”) of One Million Dollars ($1,000,000) for each vote to be held by the Prospective Member as a Class A Member, which Initial Contribution shall be paid to the Corporation in cash or same day funds on or before July 31, 2004; and

An additional contribution (the “Additional Contribution”) of Four Million Dollars ($4,000,000) for each vote to be held by the Prospective Member as a Class A Member, which Additional Contribution shall be paid to the Corporation in four (4) equal installments, each payable on or before July 31 of each of four (4) consecutive calendar years commencing July 31, 2005 (the “Annual Payments”). The Prospective Member’s obligation to make the Annual Payments shall be evidenced by a promissory note (the “Note”) substantially in the form attached as Exhibit C to the Corporation’s Bylaws, subject to such revisions thereto as may be agreed upon by the Corporation and the Prospective Member. The Prospective Member shall execute and deliver the Note concurrently with its Initial Contribution. Prospective Member shall have the right to terminate this Agreement at the end of any fiscal year of Prospective Member if the Oklahoma Legislature fails to appropriate sufficient funds to Prospective Member for the payments required under this Agreement.

The Prospective Member may accelerate the Annual Payments, and such accelerated payments shall be applied to installments due under the Note in reverse order of their maturity and shall be discounted to present value at the rate of interest as of the date of such prepayment announced by Bank of America, N.A. or its successor in interest as its prime or reference rate or other rate comparable in use at that time to the use of the prime or reference rate at the effective date of this Agreement. The Prospective Member acknowledges and agrees that the Corporation may vary the payment terms of the Aggregate Contribution required of other prospective Class A Members, including but not limited to by accelerating or deferring the timing of payments or by permitting contributions to be made in whole or in part in property rather than in cash or same day funds.
APPROVAL; ACCEPTANCE. Upon receipt of a copy of this Agreement, duly executed by the Prospective Member, the Corporation will determine whether or not to admit the Prospective Member as a Class A Member. If the Corporation decides to admit the Prospective Member as a Class A Member, the Corporation will execute and return to the Prospective Member a counterpart of this Agreement. If the Corporation decides not to admit the Prospective Member as a Class A Member, the Corporation will mark the Prospective Member’s signature page to this Agreement “VOID” and will return it to the Prospective Member. The Corporation reserves the right to accept or reject, in its sole discretion, the Prospective Member’s request to become a Class A Member, or to admit the Prospective Member with fewer votes than the Prospective Member, until a copy of the Membership Agreement, duly executed by an officer of the Corporation, is delivered to the Prospective Member.

DISCLOSURE. The Prospective Member acknowledges that it has thoroughly reviewed this Agreement and the Certificate of Incorporation and Bylaws (collectively, the “Governing Documents”) of the Corporation. The Prospective Member understands that the Governing Documents may be further amended by majority vote of the Corporation’s Board of Directors and that the Governing Documents, as so amended, will be binding upon the Members of the Corporation, including but not limited to the Prospective Member if the Prospective Member is admitted as a Class A Member.

The Prospective Member also acknowledges and agrees:

- a representative of the Corporation has afforded the Prospective Member the opportunity to ask questions of, and receive answers from, such representative concerning the terms and conditions of this transaction and about the Corporation and its business practices and plans, and to obtain any additional information (to the extent that such representative possesses such information or can acquire it without unreasonable effort or expense) necessary to verify the accuracy of the information furnished;

- the Prospective Member has taken the opportunity to ask questions about and to examine and evaluate becoming a Class A Member to the extent it feels appropriate in order to evaluate the merits and risks of agreeing to become a Class A Member of the Corporation and to commit to the Aggregate Contribution obligations described herein;

- the Prospective Member understands that it has had the opportunity to inspect or review all documents, records and books pertaining to this transaction, and that the books and records of the Corporation will remain available upon reasonable notice for inspection by the Prospective Member during reasonable business hours at the Corporation’s principal place of business; and

- the Prospective Member has carefully considered and has, to the extent it believes such discussion necessary, discussed with the Prospective Member's legal counsel, accountant(s), and financial adviser(s) the suitability of becoming a Class A Member in the Corporation for the Prospective Member's particular tax and financial situation.
PROSPECTIVE MEMBER STATUS. The investor certifies that the Prospective Member is an “Accredited Investor” as defined in Regulation D of the Securities Act of 1933 (the “Act”), because the Prospective Member is (please initial the applicable line below):

___ An organization described in Section 501(c)(3) of the Internal Revenue Code (including a state or municipality, or agency or instrumentality thereof that meets the substantive criteria of Section 501(c)(3) of the Internal Revenue Code), corporation, Massachusetts or similar business trust, or partnership, not formed for the specific purpose of acquiring the securities offered, with total assets in excess of $5,000,000;

___ A private business development company as defined in Section 202(a)(22) of the 1940 Investment Advisors Act;

___ A trust, with total assets in excess of $5,000,000, not formed for the specific purpose of acquiring the securities offered, whose purchase is directed by a sophisticated person as described in Section 230.506(b)(2)(ii); or

___ An entity in which all of the equity owners are accredited investors.

OTHER SECURITIES ISSUES. The Prospective Member acknowledges that Class A memberships in the Corporation may be considered “securities” under applicable federal or state securities laws, and that as a precaution, the Corporation is offering the Class A memberships to prospective Class A Members, including but not limited to the Prospective Member, in reliance on exemptions from registration under such securities laws. Accordingly, the Prospective Member represents and warrants to the Corporation that:

Risk of Loss. The Prospective Member recognizes that becoming a Class A Member constitutes an investment in the Corporation, and that this investment involves risks that could result in the loss of the Prospective Member’s entire investment. The Prospective Member is able, without impairing the Prospective Member’s financial condition, to hold a Class A membership in the Corporation for an indefinite period and to suffer a complete loss of the Prospective Member’s investment (i.e., its Aggregate Contribution).

Investment Intent. The Prospective Member certifies that it is acquiring an interest as a Class A Member in the Corporation for investment purposes, for the Prospective Member’s own account and not on behalf of any other person or entity, nor with a view to, or for resale or other distribution of the Class A membership. This investment purpose is in addition to, and not in lieu of, any charitable, scientific and/or educational purposes that are furthered by the Prospective Investor’s becoming a Class A Member in the Corporation.

No Expectation of Financial Return. The Prospective Member acknowledges that the Corporation is a nonstock, nonprofit corporation that is required pursuant to its Governing Documents to be operated in a manner consistent with exemption from federal income taxation under Section 501(c)(3) of the Internal Revenue Code and that will seek exemption under Section 501(c)(3).
The Prospective Member wishes to become a Class A Member to further the Corporation’s charitable, scientific, and educational purposes and not with the expectation of receiving a financial return on its investment.

**No Registration.** The Prospective Member acknowledges and understands that the Class A memberships in the Corporation (a) have not been registered under either federal or state securities laws, (b) are being offered and sold to the Prospective Member pursuant to exemptions from registration under the Act, and comparable state securities exemptions, and (c) no federal or state agency has made any finding or determination as to the fairness of this offering for investment, nor any recommendation or endorsement of the Class A memberships.

**Tax Matters.** The Prospective Member acknowledges and is aware that the contents of this Agreement and the Corporation’s Governing Documents should not be construed as legal, tax or investment advice. The Prospective Member acknowledges that it has had the opportunity to consult with its own legal counsel, accountant, and financial advisors about the tax consequences and the financial risks associated with becoming a Class A Member.

**Restrictions on Transfer.** The Prospective Member understands and acknowledges that (a) no assignment, sale, transfer, exchange or other disposition of the Class A memberships or other securities of the Corporation can be made except in accordance with the terms and conditions of the Bylaws, including but not limited to the provisions of Article 6 thereof; (b) a Class A membership may not be sold or otherwise distributed in the absence of registration thereof or an exemption from the registration requirements of federal and state securities laws; and (c) the Corporation is not obligated to take any actions to register the Class A memberships or make available any exemptions from federal or state registration requirements.

**Commercial Domicile.** The Prospective Member certifies that it is commercially domiciled in the state set forth beneath its signature and understands that the issuance of the Class A membership may be subject to further restrictions imposed under that state’s securities laws. For purposes of this Agreement, the term “commercial domicile” means the principal place from which the activities of the Prospective Member are directed or managed.

**INDEPENDENT ADVICE.** The Prospective Member understands that this Agreement and the Corporation’s Governing Documents contain provisions that may have significant legal, financial and tax consequences for the Prospective Member. The Prospective Member acknowledges that a representative of the Corporation has recommended that the Prospective Member seek independent legal, tax and financial advice before entering into this Agreement.

**GENERAL PROVISIONS.** This Agreement is binding upon the Prospective Member, the Prospective Member's legal representatives, successors and assigns, and is for the benefit of the Corporation, its successors and assigns. If any portion of this Agreement is held to be invalid by a court having jurisdiction, the remaining terms of this Agreement shall remain in full force and effect to the extent possible.
This Agreement constitutes the entire agreement of the parties, and supersedes all previous agreements, written or oral, with regard to the Prospective Member’s becoming a Class A Member. Any agreement to waive or modify any term of this Agreement must be in writing signed by both parties. This Agreement may be executed in two or more counterparts, all of which shall constitute but one and the same instrument.

**PROSPECTIVE MEMBER INFORMATION.** The individual signing on behalf of the Prospective Member certifies under penalty of perjury that the information following the Prospective Member’s signature is correct as of the date of the signature.

**IN WITNESS WHEREOF,** the Prospective Member has executed this Membership Agreement on the date set forth below.

**PROSPECTIVE MEMBER:**

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

By:  ______________________________
Printed Name: ______________________________
Title:  ___________ ___________________

Address of Commercial Domicile of Entity:
__________________________________________
__________________________________________
__________________________________________

Date Signed: ______________________________

**ACCEPTANCE OF MEMBERSHIP**

This Membership has been approved on behalf of National LambdaRail, Inc. by its Board of Directors and Executive Committee and is accepted as of ______________________________, 2004.

National LambdaRail, Inc.

By:  ______________________________

Name:  ______________________________

Title:  ______________________________
Exhibit B

PROMISSORY NOTE

$5,000,000 ___________________, 2004

FOR VALUE RECEIVED, the undersigned (“Maker”), hereby promises to pay to the order of NATIONAL LAMBDARAIL, INC. (“Payee”) the principal sum of FIVE MILLION DOLLARS ($5,000,000) pursuant to the terms and conditions set forth herein.

PAYMENT OF PRINCIPAL. The principal amount of this Promissory Note (the “Note”) shall be due and payable in installments according to the following schedule:

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Amount</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 31, 2004</td>
<td>$1,000,000</td>
<td>Cash</td>
</tr>
<tr>
<td>July 31, 2005</td>
<td>$1,000,000</td>
<td>Cash</td>
</tr>
<tr>
<td>July 31, 2006</td>
<td>$1,000,000</td>
<td>Cash</td>
</tr>
<tr>
<td>July 31, 2007</td>
<td>$1,000,000</td>
<td>Cash</td>
</tr>
<tr>
<td>July 31, 2008</td>
<td>$1,000,000</td>
<td>Cash</td>
</tr>
</tbody>
</table>

INTEREST. This Note shall not bear interest; provided, that any payment not made when due hereunder shall bear interest from the due date at the rate of interest as of the due date announced by Bank of America, N.A. or its successor in interest as its prime or reference rate or other rate comparable in use at that time to the use of the prime or reference rate at the effective date of this Agreement. In the event no such interest rate can be determined for whatever reason, the rate used shall be the lesser of ten percent (10%) and the maximum interest rate permitted to be charged by law under the circumstances.

PREPAYMENT. Maker shall have the right at any time and from time to time to prepay this Note in whole or in part without premium or penalty. Prepayments shall be applied to installments due in reverse order of their maturity and shall be discounted to present value at the rate of interest as of the date of such prepayment announced by Bank of America, N.A. or its successor in interest as its prime or reference rate or other rate comparable in use at that time to the use of the prime or reference rate at the effective date of this Agreement.

RELEASE. In the event Maker ceases to be a Member of Payee pursuant to any provision of Payee’s Bylaws that provides for Maker to be released from its remaining Contribution obligations thereunder, Maker shall be released from its payment obligations under this Note. In no way limiting the foregoing, Maker shall be released from its remaining payment obligations under this Note at the end of any fiscal year of Maker if the Oklahoma Legislature fails to appropriate sufficient funds to Maker for the payments required under this Note.

REMEDIES. No delay or omission on part of the holder of this Note in exercising any right hereunder shall operate as a waiver of any such right or of any other right of such holder, nor shall any delay, omission or waiver on any one occasion be deemed a bar to or waiver of the same or any other right on any future occasion. The rights and remedies of Payee shall be cumulative and may be pursued singly, successively, or together, in the sole discretion of Payee.
EVENTS OF ACCELERATION. The occurrence of any of the following shall constitute an “Event of Acceleration” by Maker under this Note:

(a) Maker’s failure to pay any part of the principal amount as and when due under this Note; or

(b) Maker’s becoming insolvent and not paying its debts as they become due.

ACCELERATION. Upon the occurrence of an Event of Acceleration under this Note, and in addition to any other rights and remedies that Payee may have, Payee shall have the right, at its sole and exclusive option, to declare this Note immediately due and payable.

WAIVERS BY MAKER. All parties to this Note including Maker and any sureties, endorsers, and guarantors hereby waive protest, presentment, notice of dishonor, and notice of acceleration of maturity and agree to continue to remain bound for the payment of principal, interest and all other sums due under this Note notwithstanding any change or changes by way of release, surrender, exchange, modification or substitution of any security for this Note or by way of any extension or extensions of time for the payment of principal and interest; and all such parties waive all and every kind of notice of such change or changes and agree that the same may be made without notice or consent of any of them.

EXPENSES. In the event any payment under this Note is not paid when due, Maker agrees to pay, in addition to the principal and interest hereunder, reasonable attorneys’ fees not exceeding a sum equal to 15% of the then outstanding balance owing on the Note, or the maximum percentage permitted by law, plus all other reasonable expenses incurred by Payee in exercising any of its rights and remedies upon default.

SUCCESSORS. All of the foregoing is the promise of Maker and shall bind Maker and Maker’s successors, heirs and assigns; provided, however, that Maker may not assign any of its rights or delegate any of its obligations hereunder without the prior written consent of the holder of this Note.

IN WITNESS WHEREOF, Maker has executed this Promissory Note as of the day and year first above written.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Date Executed: ____________________________
Printed Name: ____________________________
Title: ____________________________
May 14, 2004

Thomas West  
CEO  
National LambdaRail, Inc.  
5757 Plaza Drive  
Suite 205  
Cypress, CA  90630  

Dear Dr. West:

Re: Letter of Intent To Enter into a Membership Agreement and Promissory Note

OneNet, an operational division of the Oklahoma State Regents for Higher Education, is pleased to inform you of our intent to participate as a Class A member in the National LambdaRail (NLR) project. Our membership will also be inclusive of the operational interests of the University of Oklahoma and Oklahoma State University.

Chancellor Paul G. Risser has authorized me to send this letter of intent in an effort to afford the NLR the ability to proceed with its network planning and strategic decision-making. Further, it is understood that WilTel Communications, Inc. has designated $150,000.00 to $200,000.00 toward Oklahoma’s membership fees – depending on which design is selected for the Oklahoma path.

We intend to finalize and execute a formal Membership Agreement and all related documentation of our collaboration with the National LambdaRail, Inc. on mutually agreeable terms and conditions subsequent to their approval by the Oklahoma State Regents of Higher Education at their May 28th, 2004 regularly scheduled meeting. Once approved, we will have the authority to formally execute the Management Agreement and Promissory Note attached hereto as Exhibits A and B, respectively.

We look forward to participating in this exciting initiative.

Sincerely,

Kurt A. Snodgrass  
Vice Chancellor for Information Technology and Telecommunications
On April 26, 2004, at the Our Oklahoma website Governor Brad Henry states:
“These are exciting times for research and development, and for Oklahoma. New technologies and scientific breakthroughs change our lives daily. With the proper investment, our state can continue to grow and attract these businesses, putting our state on the cutting edge of science and technology and making us a leader in economic development”.

Despite the governor’s inspiring and motivating statement, Oklahoma was initially excluded from the nationwide LambdaRail network design. If Oklahoma does not get a node and a path, not only the opportunity for boosting research will be missed, but Oklahoma’s already established level of competitiveness will most likely suffer a decrease because new, cutting edge scientific research simply will be conducted elsewhere.

WHAT IS NLR?
National LambdaRail (NLR) is a major initiative of U.S. research universities and private sector technology companies to provide a national scale infrastructure for research and experimentation in networking technologies and applications. NLR aims to catalyze innovative research and development into next generation network technologies, protocols, services and applications.
More explicitly, a "Lambda" is an ultra fast network, 100 times faster than the commodity Internet that—unlike current Internet technology—can carry many different transmissions at the same time. If the Internet is a superhighway, the NLR is like dozens of high speed bullet trains of unprecedented speed and reliability.

**NLR’s fundamental objective:** Enable research to be done in ways that are currently not possible. Further, it will re-energize innovative network research that goes beyond ‘incremental’ evolution of Internet technologies. Enable network R&D (all layers), application level experiments and production traffic to co-exist on same infrastructure.

**IMPLEMENTATION**

1. **Completed:**
   a) On November 18, 2003, the first path was lit between Chicago’s StarLight facility and the Pittsburgh Supercomputing Center out of the University of Pittsburgh and Carnegie-Mellon University.
   b) On January 23, 2004, the path between Seattle to Portland was completed.
   c) Pittsburgh to Washington D.C., mid-March 2004
   d) Washington D.C. to Atlanta, mid-April 2004
   e) Portland to Sunnyvale, California, mid-April 2004

2. **Phase 1**
   a) Washington, D.C. to Raleigh to Atlanta by mid-June
   b) Atlanta to Jacksonville, Fl. by the end of August 2004
   c) Seattle to Denver by late July
   d) Denver to Chicago by the end of August. All of Phase 1 will be fully available by the end of August 2004.

3. **Phase 2**
   a) Atlanta to Dallas;
   b) Dallas to San Diego
   c) Washington D.C. to New York City, are all scheduled for **July** to December 2004.

**ABSOLUTE URGENCY**

The second phase starts in July, and if Oklahoma is not included in the implementation plans, the opportunity to be part of the LambdaRail architecture will be lost.
BENEFITS FOR OKLAHOMA

Participation in the NLR will:

- Move Oklahoma to the forefront of high end research, playing to our strengths in weather forecasting, energy, sensors, biotechnology, aerospace, telecommunications, transport & logistics, and high energy physics.
- Provide a telecommunications framework for Oklahoma researchers to become substantially more competitive for federal research funding, helping to change Oklahoma from a net donor to a net recipient.
- Facilitate creation of new technologies and markets, thereby stimulating economic development.
- Increase responsiveness to the needs of higher education.
- Lower networking cost.
- Multiple concurrent large scale experiments will be backed by robust technical support services.
- Position Oklahoma Universities on an equal footing with the best research institutions in the nation.
- Allow Oklahoma to be recognized as an industry leader.

NLR can help the state leverage its investments and achievements:

- Oklahoma listed as one of the top three pro-business states.
- Oklahoma City and Tulsa listed among hottest cities for business relocation and expansion.
- Oklahoma City listed among top cities for doing business---Inc. Magazine.
- Oklahoma's workforce training program recognized among best in nation.

POTENTIAL ECONOMIC IMPACT

Participation in the NLR will strongly improve Oklahoma's ability to compete for hundreds of millions of dollars in federal research money. Already, the University of Oklahoma’s recent initiative in high end computing has helped bring in over $13M in additional funding -- and this number will grow even faster with NLR participation, helping turn Oklahoma into the Research Capital of the Plains. And, as the technologies developed by Oklahoma researchers are transferred to the private sector, these endeavors will lead to significant improvements to Oklahoma's economy.

- According to the Oklahoma Center for the Advancement of Science and Technology (OCAST), $18 was generated for every dollar of state investment in scientific and technological research.
- Oklahoma's EDGE, otherwise known as Economic Development Generating Excellence, proposed creating a $1 billion research and development endowment to generate up to $40 million annually for investment in science and technology.
INVESTMENT

- Negotiations are in process
- Need contingency fund established for one million dollars for this year, and for each of the next four years

CONCLUSION

As we began with one of the Governor’s recent statements, we can close using another: "Oklahoma can and must do more to develop scientific and technological industries."

And now is precisely the time for Oklahoma to take advantage of this unique, one-time opportunity to boost its scientific and technological development.

Appendix

ENDORSEMENTS

Chancellor Paul G. Risser, Oklahoma State Regents for Higher Education

“Participation in the National Lambda Rail (NLR) will serve as a catalyst for current and future research initiatives and will ultimately position Oklahoma favorably to reap meaningful research and development funding in rapidly growing research sectors. 21st Century technologies such as this afford us many unique opportunities to pursue innovations in science and engineering – clearly establishing a framework to move the state closer to becoming the Research Capital of the Plains.”

President David L. Boren, University of Oklahoma (OU)

“Having the NLR in OK will greatly enhance the research opportunities at OU”

President David Schmidly, Oklahoma State University (OSU)

“Oklahoma State University is excited about NLR as an opportunity to provide researchers at our state’s universities access to the high speed networks they will need in the future to do the research that is so important to the economic development of Oklahoma”.

Dr. Henry Neeman, Director of the OU Supercomputing Center for Education & Research

“The National Lambda Rail is a huge improvement in networking capability, but it's also much more than that. It's a sea change in how science and engineering researchers do business. For the first time, we'll be able to engage in cross-country projects that involve massive sets of data that have to be moved from place to place very quickly. We'll be studying everything from predicting tornadoes to designing earthquake-proof buildings. The NLR will open up a new world of possibilities for Oklahoma, and for America.”
John W. Mintmire, Interim Associate Dean for Research, College of Arts & Sciences, Oklahoma State University

I am writing to express my strongest support for Oklahoma participation in the National Lambda Rail (NLR) initiative, which will be of critical importance to the growth of several major research programs at Oklahoma State University. First, with CISCO a major commercial partner in the NLR system, having a node in Tulsa will help build up strong ties between the academic programs in telecommunications technologies at Oklahoma State (and other state universities) and CISCO, which already has a strong business presence in Tulsa. Strengthening our interactions with successful telecomm companies in this fashion will enhance both our ability to grow externally-funding research programs in telecomm technology areas, as well as build on our educational programs that produce high-quality students who go on to enter the job market.

Second, having a direct connection to NLR will give Oklahoma State researchers direct access to high-speed networking dedicated for research purposes, and consequently enhance our abilities to carry out externally-funded forefront high-performance computational science and engineering research. For example, researchers at OSU and OU recently received a new DOE EPSCoR state-wide major implementation grant in high-energy physics that will result in major collaboration with the CERN high-energy facility in Switzerland. When this facility comes on line in 2005, the data gathered there will be distributed as petabyte files to the participating institutions such as OSU and OU. Connection to the NLR will dramatically improve the data transmission rates for this project, improving the research productivity of the Oklahoma researchers and enhancing their ability to obtain renewal funding. Similarly, direct access to the NLR will enable OSU researchers to collaborate with other scientists around the nation and the world in projects involving distributed petascale computing (e.g., grid computing), which will in turn enhance their ability to obtain external grant funding in their research areas. From my own point of view, I see building up strong ties with the national labs (e.g., Oak Ridge, Los Alamos, the DoD labs) as an important path to increasing our competitiveness in obtaining federal research funding. Participation in the NLR will help strengthen our connections with these labs in the growing number of research areas that rely on high-speed networking to facilitate collaborative interactions.
AGENDA ITEM #25:

OneNet.

SUBJECT: Viewing OneNet informational video

RECOMMENDATION:

This item is for information

BACKGROUND:

As new service opportunities for OneNet are identified and interest among policy makers and opinion leaders increases, a need has been identified for improved and varied communications tools. The Communications Department has been working with OneNet to audit existing collateral materials, identify the need for replacement or enhancement, and create any materials that are needed.

A high quality informational video was identified as an early priority. After an informal bid process, Garman Productions was contracted to produce a short video under the direction and guidance of the communications department and OneNet. This video will be shown to prospective clients and others and will be streamed on the web.
AGENDA ITEM #26-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve modifications to existing programs, as described below.

BACKGROUND:

University of Oklahoma (OU)
2 degree program requirement changes
1 degree program course requirement change

Cameron University (CU)
1 option deletion

Southeastern Oklahoma State University (SEOSU)
5 degree program requirement changes
1 option deletion

Southwestern Oklahoma State University (SWOSU)
1 degree program course requirement change
3 option additions

Carl Albert State College (CASC)
2 degree program course requirement changes
1 option addition

Redlands Community College (RCC)
3 degree program requirement changes
3 option name changes
1 option addition

POLICY ISSUES:

These actions are consistent with the State Regents’ “Policy Statement on Program Approval.”
ANALYSIS:

OU – Master of Science in Industrial Engineering (130)
Degree program course requirement changes:
• revise core requirements in Engineering Management;
• add IE 5843-Biomechanics as choice for group IV in Industrial Engineering electives;
• change required Information Technology and Organizational Systems electives to “strongly recommended;”
• total number of credit hours will not change;
• changes will allow students to complete their degree in a more timely fashion;
• no new courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in Linguistics (235)
Degree program requirement changes:
• remove Phil 1113-Introduction to Logic as required course thus decreasing major hours from 36 to 33, total number of credit hours will remain the same;
• change will allow students alternative choices to meet prerequisite requirement for Phil 4133-Symbolic Logic which will also include Phil 1113;
• change will also put the responsibility on the student for eligibility of Phil 4133;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Science in Aviation (237)
Degree program requirement changes:
• for the “professional pilot” and “aviation management” options, add AVIA 2613-Aviation Safety as a basic aviation requirement and remove MGT 3523-Production/Operations Management;
• add AVIA 3013-Career Development for Aviation Professionals as a specialized aviation elective;
• rename “Upper-Division Business GPA” as “Degree GPA,” which will be defined as consisting of only courses which count toward the degree;
• for the “professional pilot” option, add AVIA 3333-Aviation Law as an upper division requirement and delete ACCT 2123-Fundamentals of Managerial Accounting;
• for the “aviation management” option, add AVIA 3333 and AVIA 4423-Crew Resource Management as upper division requirements and delete MGT 3513-Human Resources Management Practice;
• reduce electives to 3 hours upper division and 3-13 hours free electives, depending on the student’s foreign language requirement;
• changes are necessary to meet standards of Council on Aviation Accreditation;
• GPA track changes will help advisors assess student performance in their area of study and increase retention/graduation rates;
• no courses will be added or deleted; and
• additional funds for an Aviation Safety faculty member will be internally reallocated by the institution.
SEOSU – Bachelor of Business Administration in Marketing (095)
Bachelor of Business Administration in General Business (105)
Bachelor of Business Administration in Management (027)
Bachelor of Business Administration in Accounting (001)

Degree program requirement changes:
- add BUS 1133 Introduction to Business as a required course in the business core requirements, increasing the core hours from 36 to 39;
- total number of credit hours for the degree will remain the same;
- change will allow students to connect to the School of Business and determine career directions earlier in the program;
- no courses will be added or deleted; and
- no new funds required.

SEOSU – Bachelor of Music (068)

Option deletion:
- delete “emphasis in sacred music” option;
- request reflects low demand for the program and lack of faculty with expertise in the content area;
- one student remains in the program and will be accommodated;
- no courses will be deleted; and
- no funds will be available for reallocation.

SEOSU – Bachelor of Science in Mathematics (028)

Degree program requirement changes:
- change general education mathematics requirements from MATH 2113 Analytical Geometry to MATH 2215 Calculus I;
- increase the mathematics major requirements to include an additional upper-division math course selected from MATH 4213 Complex Variables, MATH 4333 Abstract Algebra II, and STAT 4463 Probability Theory II;
- credit hours required in the mathematics major area will decrease from 39 to 37;
- total credit hours for the degree will remain unchanged;
- this change is consistent with the Mathematical Association of America’s Committee on Undergraduate Programs in Mathematics recommendation of a two-course sequence with at least a calculus-level prerequisite to adequately prepare mathematics majors;
- no courses will be added or deleted; and
- no funds will be available for reallocation.

CU – Bachelor of Human Ecology (390)

Option deletion:
- delete “early childhood” option;
- option is currently available through other degree programs;
- 19 students remain in the option and will be accommodated;
- no courses will be added or deleted; and
- no new funds required.
SWOSU – Bachelor of Arts in Communication Arts (054)
Option additions and degree program course requirement changes:
- add options in “speech communications,” “mass communications,” and “theatre;”
- structure requirements and electives for the options to meet student needs;
- change degree requirements from 124 total credit hours to 120 total credit hours;
- no new courses will be added; and
- no new funds required.

CASC – Associate in Arts in Health, Physical Education and Recreation (016)
Degree program course requirement change:
- decrease number of required course major hours from 16 to 12 and increase number of elective course hours from 6-8 to 10-12;
- changes were made to meet student needs;
- no new courses will be added; and
- no new funds required.

CASC – Associate in Science in Allied Health (032)
Degree program course requirement change and option addition:
- add option in “sports medicine;”
- change is in response to numerous requests from current/prospective Health Science students who seek this degree option;
- change will provide a seamless transfer for students seeking a higher degree in Athletic Training and/or preparing for the national certification examination;
- four new courses will be added; and
- new funds for a Certified Athletic Trainer will be internally reallocated by the institution.

RCC – Associate in Arts in Pre-Criminal Justice (044)
Degree program requirement change:
- increase general education requirements from 35 to 37 credit hours, increasing the total hours for the degree from 62 to 64;
- changes will insure students’ general education preparation;
- no courses will be deleted; and
- no new funds required.

RCC – Associate in Applied Science in Criminal Justice (045)
Option name changes, option addition, and degree program requirement changes:
- change option name “correctional officer cadet” to “corrections;”
- change option name “criminal justice” to “general studies in criminal justice;”
- change option name “computer forensic science” to “computer forensics;”
- add “emergency preparedness/homeland security” option;
- new option is designed for individuals providing safety/security for business operations, civil agencies, and local communities;
- 21 new courses will be added and option requirements will range from 24-40 credit hours;
- changes reflect industry needs and allow students more flexibility; and
- no new funds required.
RCC – Associate in Science in Fitness Trainer (044)

Degree program requirement change:
- delete HPER 2112-Leadership Techniques of Fitness Programs;
- change course name HPER 2102 to HPER 2103 Exercise Testing and Prescription;
- change will satisfy prerequisite for new course;
- add HPER 2--3 Personal Trainer Certification to replace HPER 2112 Leadership Techniques of Fitness Programs;
- changes will allow graduates better employment opportunity and meet requirements for certification process;
- one new course will be added and one course will be deleted; and
- no new funds required.
AGENDA ITEM #26-a (2):

Programs.

SUBJECT: Ratification of approved institutional request.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved modifications to existing programs, as described below.

BACKGROUND:

University of Oklahoma (OU)
1 program course requirement change

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

OU – Bachelor of Arts in Russian (200)
Course requirement changes:

- Eliminate support requirements: elementary knowledge of a second foreign language or 9 hours of MLLL-3000 level courses or above;
- knowledge of a second foreign language is not essential to the program;
- changes will allow students to graduate in a timely manner;
- changes will improve ability to recruit and retain new majors;
- no courses will be deleted or added; and
- no new funds required.
AGENDA ITEM #26-a (3):

Programs.

SUBJECT: Ratification of approved institutional request to reinstate suspended degree programs.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to reinstate a suspended academic program, as detailed below.

BACKGROUND:

University of Oklahoma Health Sciences Center (OUHSC) requests authorization to reinstate the Doctor of Philosophy in Health Administration and Policy (063) and the Doctor of Philosophy in Health Promotion Sciences (064), which were suspended in May 2000 and granted a one-year extension in May 2003.

In accordance with policy, no students were recruited or admitted to the programs during suspension, and the programs were not listed in the college catalog.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Review,” which stipulates that suspended degree programs must be reinstated or deleted within three years or other specified time period designated at the time of suspension.

ANALYSIS:

OUHSC indicates the College of Public Health and the two departments involved have undergone leadership changes and faculty additions, as well as an internal evaluation process to ensure strong and successful academic programs. Following the final evaluation, any substantive curricula changes to the programs will be submitted to the State Regents for review.

It is understood that with this action, OUHSC is authorized to recommence program advertising, recruitment, and admission. Consistent with its classification and status, these programs will be placed on the regular program review cycle.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
Meeting of the  
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
May 28, 2004

AGENDA ITEM #26-b:

Southern Regional Electronic Campus.

SUBJECT: Ratification of approved courses for the Southern Regional Education Board (SREB) Electronic Campus.

RECOMMENDATION:

It is recommended that the State Regents ratify the approval of courses for inclusion in the SREB Electronic Campus.

BACKGROUND:

The SREB Electronic Campus was created in 1997 as an “electronic marketplace” for courses, programs, and services offered electronically by accredited colleges and universities in the SREB member states. At the September 5, 1997 meeting, the State Regents approved the inclusion of three courses from Oklahoma institutions in the Electronic Campus pilot offerings for spring 1998. Over time, participation in the program has expanded, and the State Regents have periodically approved inclusion of programs and courses from Oklahoma institutions.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs.” While the comprehensive universities are functioned to offer courses and programs out of state, this policy allows for other institutions to offer courses out of state with State Regents’ approval.

ANALYSIS:

In 1996, the SREB began plans to develop the Electronic Campus (originally called the Electronic Common Market), a distance education consortium. The Electronic Campus serves as a centralized listing of approved distance education courses and programs from participating SREB states; it does not grant credit or degrees. Institutions provide the education and services and determine tuition and fees, set enrollment procedures, and provide related student services. The Electronic Campus has continued to expand and now lists over 7,000 courses and 250 degree programs from more than 250 colleges and universities in the south.

A proposal for new Electronic Campus offerings was received from Northeastern State University (NSU) comprising 23 individual courses. Offerings from Oklahoma institutions listed within the Electronic Campus now total 396 courses and 12 degree programs.

NSU has provided information concerning the quality of the courses to be offered and has affirmed
that the submission complies fully with the Electronic Campus *Principles of Good Practice*.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.

Attachment
# Approved Course Additions

**Northeastern State University**

<table>
<thead>
<tr>
<th>Course Listing</th>
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AGENDA ITEM #26-c:

Courses.

SUBJECT: Ratification of approved request from East Central University (ECU) to offer off-campus/out-of-state courses.

RECOMMENDATION:

It is recommended that the State Regents ratify ECU’s approved course request, as outlined below.

BACKGROUND:

ECU requests authorization to offer two courses in Albuquerque, New Mexico during the summer 2004 term. The course costs (faculty travel) will be paid through the University of Oklahoma’s American Indian Center for Excellence in Exceptional Children.

POLICY ISSUES:

This action is consistent with the State Regents “Policies and Procedures Pertaining To The Delivery Of Electronically Delivered and Traditional Off-Campus Courses And Programs.”

ANALYSIS:

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #26-d:

Capital.


RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of March 18, 2004, through May 12, 2004.

BACKGROUND:

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period March 18, 2004, through May 12, 2004, is attached. This listing is provided to the Regents for ratification.

POLICY ISSUES:

State Regents’ Delegation of Authority Policy (II-1-25.1) authorizes the Chancellor to approve routine changes to capital projects and to allot funds for capital projects.

ANALYSIS:

The attached listing includes allotments made from State Funds, Section 13/New College Funds and Section 13 Offset Funds. The total amount of capital allotments made for this period is $3,500,032. This total is represented $2,964,945 in Section13/New College allotments and $535,087 in State Fund allotments.
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AGENDA ITEM #26-e:

Supplemental Allocations.

SUBJECT: Approval of revolving fund allocations and revised budgets for institutions

RECOMMENDATION:

It is recommended that the State Regents ratify the authorization of the revisions to Educational and General, Part I Budget allocations as requested in the resolution following this memorandum and approve the revised budgets.

BACKGROUND:

Additional allocation of Revolving Funds for the 2003-2004 fiscal year in support of the Educational and General Budget - Part I have been requested by eight institutions subsequent to the allocation made by the Regents on June 30, 2003, Resolution No. 4356. Evidence of availability of these additional funds, not previously taken into account, has accompanied the institution’s request.

POLICY ISSUES:

This action is in accordance with Policy II-4-14 and II-4-33 as revised June 30, 1978.

ANALYSIS:

Connors State College has requested that the allocation for the FY2004 E&G Budget be increased from $8,433,778 to $8,471,317, an increase of $37,539. The supplemental funding for the increase has been generated through the receipt of tuition and fees. The supplemental funding will be used for personnel services.

East Central University has requested that the allocation for the FY2004 E&G Budget be increased from $25,834,329 to $26,206,998, an increase of $372,669. The supplemental funding for the increase has been generated through the one-time state appropriated carryover income and the use of reserves. The supplemental funding will be used for personnel services, supplies, property, furniture and equipment.

University of Central Oklahoma has requested that the allocation for the FY2004 E&G Budget be increased from $82,332,708 to $83,990,100, an increase of $1,657,392. The supplemental funding for the increase has been generated through the receipt of student fees and the use of reserves. The supplemental funding will be used for travel, supplies, property, furniture, equipment and other operating expenses.
Southwestern Oklahoma State University has requested that the allocation for the FY2004 E&G Budget be increased from $32,864,127 to $34,440,981, an increase of $1,576,854. The supplemental funding has been generated through the receipt of additional tuition and fee revenue and one-time state appropriated carryover funds. The supplemental funding will be used for personnel services, travel, utilities, supplies and other operating expenses.

Oklahoma Panhandle State University has requested that the allocation for the FY2004 E&G Budget be increased from $10,298,270 to $10,805,338, an increase of $507,068. The supplemental funding has been generated through grant income and the one-time state appropriated carryover income. The supplemental funding will be used for personnel services, travel, supplies, and scholarships.

Cameron University has requested that the allocation for the FY2004 E&G Budget be increased from $29,967,584 to $29,983,282, an increase of $15,698. The supplemental funding has been generated through grant income. The supplemental funding will be used for supplies and operating expenses.

Southeastern Oklahoma State University has requested that the allocation for the FY2004 E&G Budget be increased from $26,811,692 to $27,006,242, an increase of $194,550. The supplemental funding has been generated through grant income and the one-time state appropriated carryover income. The supplemental funding will be used for personnel services.

Carl Albert State College has requested that the allocation for the FY2004 E&G Budget be increased from $7,546,170 to $8,276,170, an increase of $730,000. The supplemental funding includes the one-time state appropriated carryover income and the use of reserves. The supplemental funding will be used for personnel services, utilities, supplies, furniture and equipment.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4428

Pursuant to authority granted under the Constitution of Oklahoma by Article XIII-A adopted on March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of any funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education and pursuant to Title 70, Oklahoma Statutes, 1991, Sections 3206, 3210, and 3903.

The Oklahoma State Regents for Higher Education hereby ALLOCATE the sums set out below to the respective institutions of The Oklahoma State System of Higher Education. The purpose of the allocations made herein is for support of the Educational and General Budgets beginning July 1, 2003, and ending June 30, 2004, said funds to be subsequently allotted for encumbrance and expenditure as provided by law.

FOR THE EDUCATION AND GENERAL OPERATING BUDGETS

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<tr>
<th>Institution</th>
<th>Agency No.</th>
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<td>660</td>
<td>$194,550</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>108</td>
<td>$730,000</td>
</tr>
</tbody>
</table>

These are fiscal year funds for encumbrance not later than June 30, 2004.

Dated 28th day of May, 2004.

SEAL:

ATTEST:

Joseph Cappy, Secretary                           Marlin “Ike” Glass, Chairman

I, Paul G. Risser, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on May 28, 2004.

______________________________________________
Paul G. Risser, Chancellor

Duly subscribed and sworn to before me this 28th day of May 2004.

______________________________________________
Notary Public

My commission expires __________________________.
AGENDA ITEM #26-f:

GEAR UP.

SUBJECT: Annual Performance Report to the U.S. Department of Education

RECOMMENDATION:

This item is presented for State Regents information only.

BACKGROUND:

Annually, State Regents are required to submit an Annual Performance Report (APR) to the U.S. Department of Education to demonstrate progress on the goals and objectives of the GEAR UP grant program. In addition to submitting data required by the APR, project staff also send a full evaluation of the state grant program based on the evaluation plan in the proposal. The full report contains hundreds of pages with supplemental materials, reports, and attachments of public information materials as well. The APR is used by U.S. Department of Education staff not only to monitor progress of the program, but also as a basis for distributing funding for the next fiscal year.

POLICY ISSUES:

State Regents are required under the provisions of the GEAR UP grant to submit this APR to the U.S. Department of Education by May 1 of each year.

ANALYSIS:

Oklahoma GEAR UP is continuing to see progress toward informing Oklahomans about the importance of planning early for college. GEAR UP is influencing change at the school level where district staff is working to improve the academic performance of students. Ongoing efforts toward addressing student’s educational needs and the removal of barriers to learning while encouraging students to prepare academically for college continue for all Oklahoma students. The following paragraphs highlight some of the accomplishments Oklahoma GEAR UP has made during the 2003-2004 academic year.

Early Intervention Component (Readiness)

- 84,207 students in the eighth and tenth grade from 499 public and private districts participated in the Educational Planning and Assessment System (EPAS). EPAS consists of the EXPLORE test in the eighth grade and PLAN test in the tenth grade. EPAS is a comprehensive testing, guidance, career planning, and academic intervention program.

- In the past five years, Oklahoma students taking the EXPLORE assessment in the 8th grade have consistently scored at or above the national norms in most content areas. Concomitantly, during
the same period, Oklahoma 10th graders taking the PLAN have scored at or above the national norms in most content areas as well.

- In an effort to help schools fully utilize the wealth of information provided through EPAS, GEAR Up and Oklahoma State Regents’ Student Preparation staff have conducted professional development training at approximately 120 school sites. Student Preparation staff conducted 100 consultations at 61 sites for over 1,264 educators. Five regional curriculum workshops and five fall regional ACT/EPAS workshops were attended by 125 educators representing 352 public or private schools, 11 Career Tech Centers, 15 higher education institutions and state agencies. The team also made presentations at 5 professional conferences in the state as well. The use of ACT’s Educational Planning and Assessment System (EPAS) as the focus of the college readiness component of Oklahoma GEAR UP has enabled school district to identify gaps and weaknesses in school curriculum; strengthen professional development of teachers; and provide better career and education guidance to students

- 43 Summer Academies for Mathematics and Science, awarded to public and private institutions of higher education in Oklahoma served over 1,200 eighth through twelfth graders in summer 2003. Over 300 of those students came from GEAR UP school districts.

- Year 4 GEAR UP focus districts implemented services unique to their specific needs that were designed to better prepare students to succeed in their postsecondary endeavors. Oklahoma GEAR UP currently works with 144 school districts providing services to over 66,000 students.

- 25 new school districts were selected for year five. Districts are currently in the planning stages of Early Intervention during which they will identify committee members, conduct surveys and data analysis, and complete a needs assessment prior to implementing GEAR UP services for the balance of the 2003-2004 academic year and into next year. Five additional school districts are participating in a pilot program designed to advance EPAS implementation and institutionalize its practices. This pilot forms the framework for deeper implementation for our year six plan.

**Early Intervention Component (Statewide Awareness)**

- The Plan (for college) part II video with instructor’s guide emphasizes college as an attainable goal and highlights the importance of preparing for college early. The instructors guide offers instructional objectives, key teaching points and recommended and supplementary activities as well as assignments. More than 155,000 student activity booklets have been produced – enough for every fifth, sixth or seventh grader in Oklahoma to have one. These materials also are made available to anyone who requests them and are used by libraries and home schoolers as well.

- Web Site Information Center, designed to encourage student and their parent to use technology for early college awareness, provides 24/7 college preparation resources for students, parents and counselors. The site also meets federal Section 508 Web accessibility standards.

- Approximately 100,000 Parent guides containing information on college cost, financial aid, and college preparation were direct mailed to Oklahoma households containing 9th, 10th, 11th, or 12th grade students. The guides are being used by Oklahoma high school and college counselors as well as recruiters as handouts at parents’ nights and school seminars.
• Paid media included a network television commercial whose audience includes fifth- through 12th-grade students, parents of fifth- through 12th-grade students, counselors, teachers and non-preparatory college households. The commercial ran statewide for eight weeks from February 24th through April 20th on network television ABC, CBS, UPN, NBC, Fox and WB. The campaign resulted in:
  o 1,371 television spots aired statewide (160-165 spots/weekly)
  o 90% of all Oklahomans were reached with the message
  o Oklahomans were exposed to the message 8,605,100 times

• A live hour-long production (Cash for College) that was aired from the Oklahoma Educational Television Authority studio through the combined efforts of Oklahoma GEAR UP, Oklahoma Guaranteed Student Loan Program (OGSLP) and Oklahoma Association of Student Financial Aid Administrators (OASFAA) discussed the various aspects of financial aid. During the program the phone bank received 537 calls. GEAR UP mailed 280 follow-up packets to callers requesting more information.

Scholarship Component

• Oklahoma GEAR UP awarded scholarships totaling $1,711,356 at an average of over $800 per award.

• Enrollment statewide in the Oklahoma Higher Learning Access Program (OHLAP) was 3,035 for the 2002-2003 academic year. Enrollment is still open for 2003-2004. The rate of enrollment in GEAR UP school districts continues to exceed that of non-GEAR UP schools.

GEAR UP is making a difference. As Oklahoma GEAR UP prepares for the next academic year and the implementation of additional services at school districts we are pleased with the impact and contribution the program has made. We have come so far in enhancing student success. Our and challenge will be in continuing to find adequate resources that will prevent the threat of educational failure for the youth of Oklahoma during this time of economic slow down in the state.
AGENDA ITEM #26-g (1):

No Child Left Behind.

SUBJECT: Approval of Professional Agreement

RECOMMENDATION:

It is recommended that the State Regents ratify the agreement to evaluate the No Child Left Behind Oklahoma State Grant Program for FY 2004.

BACKGROUND:

The No Child Left Behind Act of 2001 (NCLB Act) amended the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major Federal programs that support schools’ efforts to educate the Nation’s students. Effective teacher quality, professional development programs and other federal priorities are now funded under Title II, Part A of the NCLB Act. The goal of the NCLB state grant program is to improve teaching so as to raise student achievement in core academic subjects. Guidance under the program allows for state flexibility in the programmatic focus in order to fulfill state priorities for increasing teacher content knowledge and all issues affecting teacher quality.

POLICY ISSUES:

Evaluation of the No Child Left Behind Oklahoma State Grant Program is consistent with the expected role of the State Agency of Higher Education (SAHE) as defined by the United States Department of Education. In Oklahoma, the State Regents are the designated SAHE for Oklahoma.

ANALYSIS:

The No Child Left Behind Oklahoma State Grant Program specifies that, in addition to local evaluation activities conducted by program grantees, an external evaluation will be conducted:

External evaluation: An independent evaluation team will also evaluate the actual activities of the grant during the award period. This team will be selected by Regents’ staff. When writing the proposal, the proposal’s project budget should include, in addition to any other internal evaluation resources, an amount of $3,000 of the total grant to cover the costs for this team (travel, lodging, etc.).

The evaluation team selected is the University of Oklahoma’s Educational Training, Evaluation, Assessment and Measurement (E-TEAM).
The E-TEAM is comprised of two units within the College of Continuing Education at the University of Oklahoma, the Department of Research and Evaluation and the Department of Student Assessment and Testing. The E-TEAM provides a wide range of services to local, state, federal and corporate clients. The Research and Evaluation Unit provides custom designed research studies and program evaluations. Experienced researchers consult with clients to design studies, plan data collection, and determine appropriate statistical analyses and reporting format. Data collection techniques include: surveys, interviews, focus groups, observations, custom assessments and use of existing instruments.

The E-TEAM has previously been used by the State Regents in other projects including the Evaluation of the Dwight D. Eisenhower Science and Mathematics Professional Development Programs for school years 1999-2000 and 2000-2001.

The Evaluation of No Child Left Behind Oklahoma State Grant Program for FY 2004 consists of a survey of project directors, on-site observations and interviews, and survey of teachers in attendance. The E-TEAM will invoice each of the nine grants individually not to exceed the budgeted amount of $3,000 per grant ($27
THE UNIVERSITY OF OKLAHOMA  
Norman, Oklahoma

PROFESSIONAL AGREEMENT

Under

No Child Left Behind Act, Title II, Part A, Oklahoma State Grant Program for FY 2004

A CONTRACT

From

Oklahoma State Regents for Higher Education

PROJECT: Evaluation of No Child Left Behind Oklahoma State Grant Program for FY 2004

TYPE OF AGREEMENT: Fixed Price

PROJECT PERIOD: 4/01/04 – 10/31/04

AGREEMENT AMOUNT: $27,000.00

ISSUED BY: University of Oklahoma  
Office of Sponsored Programs  
555 E. Constitution Ave. Suite 237  
Norman, OK 73072

PREAMBLE

This Agreement, entered into 04/01/2004, by and between The Board of Regents of the University of Oklahoma by and through the University Outreach/College of Continuing Education’s Educational Training, Evaluation, Assessment and Measurement Department, Norman, Oklahoma, (hereinafter called the “University”), and Oklahoma State Regents for Higher Education, (hereinafter called “OSRHE”) constitutes a Professional Service Agreement.

WITNESSETH THAT

The parties agree to use reasonable effort to perform the services set forth in this Agreement for the consideration stated herein.
ARTICLE 1

STATEMENT OF WORK

University's Responsibilities:

- The University evaluation team will survey the nine project directors of the FY 2004 No Child Left Behind Act, Title II, Part A, Oklahoma State Grant Programs.

- The University evaluation team will conduct on-site observations and interviews with the nine project directors of the FY 2004 No Child Left Behind Act, Title II, Part A, Oklahoma State Grant Programs.

- The University evaluation team will survey the teachers in attendance during on-site observations of the nine FY 2004 No Child Left Behind Act, Title II, Part A, Oklahoma State Grant Programs.

- The University evaluation team will prepare a report for OSRHE, which will include an evaluation of the nine FY 2004 No Child Left Behind Act, Title II, Part A, Oklahoma State Grant Programs.

Objectives of the Evaluation:

- Determine whether the grant priorities of Oklahoma's higher education grant program are met
- Determine if the proposed professional development programs are designed to:
  - improve content knowledge, particularly in mathematics
  - help teachers use challenging curriculum aligned to PASS and/or the ACT Standards for Transition
  - increase teacher knowledge about data-driven decision-making in the classroom using relevant standardized assessments used in the state
  - increase teacher knowledge about data driven decisions to inform curriculum and instruction
- Determine if the professional development is sustained and high quality
- Identify program strengths and recommendations for improvement

- The University evaluation team will meet, in person or by telephone, with the OSRHE staff to discuss the evaluation, as requested.

- The University evaluation team will present a final evaluation report to OSRHE staff on or before October 31, 2004.

OSRHE Responsibilities:

- OSRHE will inform each of the nine No Child Left Behind Act, Title II, Part A, Oklahoma State Grant Program FY 2004 grant recipients of the following:
The decision by Regent’s staff to select the University to perform an external evaluation of grant program professional development activities during the award period

Per their grant requirements, each of the nine institutions for higher education will be invoiced and expected to pay a firm, fixed price of Three Thousand Dollars ($3,000.00) out of the total amount of their grant to cover the costs for the external evaluation.

- OSRHE will copy and mail, at OSRHE expense, survey packets to each of the nine project directors to include:
  - Cover letter prepared by the University
  - Professional Development Evaluation Survey for Institutes of Higher Education prepared by the University
  - Postage-paid return envelope pre-addressed to the University

- OSRHE will print copies, at OSRHE expense, of the Professional Development Evaluation Teacher Survey prepared by the University for the University to administer to participants in attendance during the site observation visits.

- OSRHE will provide data identifying the number of proposed and actual participants in the FY 2004 No Child Left Behind Act, Title II, Part A, Oklahoma State Grant Programs for the University to use to develop a demographic profile of participating school districts and participants.

ARTICLE 2

PROJECT PERIOD

The project period of this Service Agreement is from 04/01/2004, through 10/31/2004.

ARTICLE 3

ALLOWABLE COSTS AND PAYMENT

OSRHE agrees to pay the University, through the nine grantees, the firm, fixed price of Twenty-Seven Thousand Dollars ($27,000.00) to carry out the services outlined in this document. The Request for Proposals under the No Child Left Behind Act, Title II, Part A, Oklahoma State Grant Programs stipulates:

*External evaluation: An independent evaluation team will also evaluate the actual activities of the grant during the award period. This team will be selected by Regents’ staff. When writing the proposal, the proposal’s project budget should include, in addition to any other internal evaluation resources, an amount of $3,000 of the total grant to cover the costs for this team (travel, lodging, etc.).*

The University’s College of Continuing Education Office of Sponsored Programs will send an invoice to each of the nine state institutions for higher education for the firm,
fixed price of Three Thousand Dollars each, for a total of Twenty-Seven Thousand Dollars ($27,000.00). Payments are due upon receipt of invoice. See Attachment A.

ARTICLE 4       DISPUTES

Should the parties to this Agreement be unable to resolve between themselves any dispute arising from any of the provisions within this Agreement, each party shall have recourse under the law of the State of Oklahoma.

ARTICLE 5       NON-DISCRIMINATION

The parties agree to be bound by applicable state and federal rules governing Equal Employment Opportunity and Non-Discrimination.

ARTICLE 6       LIABILITY

In the conduct of work under this Agreement, the University is acting in the capacity of an independent contractor. Neither party shall by reason of this Agreement be obligated to defend, assume the cost of defense, hold harmless, or indemnify the other from any liability to third parties for loss of or damage to property, death, or bodily injury arising out of or connected with the work under this Agreement.

ARTICLE 7       PUBLICITY

Except to the extent required by law, neither party to this Agreement may use the name of the other in news releases, publicity, advertising, or products promotion without prior written permission.

ARTICLE 8       ASSIGNMENT

This Agreement may not be assigned in whole or in part without the prior written permission of the University.

ARTICLE 9       TERMINATION

This Agreement shall continue in full force and effect through the end of the project period or until terminated by notice in writing given by one party to the other party at least 30 days prior to the date upon which termination is to become effective. In the event of early termination, the University agrees to take all reasonable steps to minimize termination costs and OSRHE agrees to pay the University for all expenditures, completed work, non-cancelable commitments and phase-out costs incurred.

ARTICLE 10      NOTICES
All notices, requests, consents and other communications required or permitted under this Agreement shall be (as elected by the person giving such notice) hand delivered by messenger or courier service, or first-class mail, addressed to the following:

Dr. Belinda Biscoe, Director
Educational Training Evaluation,
Assessment and Measurement
College of Continuing Education
University of Oklahoma
555 E. Constitution Street
Norman, Oklahoma 73072

Dr. Armando Peña, Director of Student
Preparation
NCLB Act, Title II, Part A, Oklahoma State
Grant Program
Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104

ARTICLE 11  SEVERABILITY CLAUSE

Provisions contained in this Agreement which are contrary to, prohibited by or invalid under applicable laws or regulations shall be deemed omitted from this document and shall not invalidate the remaining provisions thereof.

ARTICLE 12  WAIVER

A failure to assert any rights or remedies available to a party under the terms of this Agreement, or a waiver of the right to remedies available to a party by a course of dealing or otherwise shall not be deemed to be a waiver of any other right or remedy under this Agreement, unless such waiver of such right or remedy is contained in writing signed by the party alleged to have waived his other rights or remedies.

ARTICLE 13  OTHER SPECIAL PROVISIONS

1.1 The books, of account, files, and other fiscal records of the University which are applicable to this Agreement shall be available during all normal working hours for inspection, review, and audit by the OSRHE and its representatives to determine the proper application and use of all funds paid to or for the account or benefit of the Agreement.

1.2 This Agreement may be renewed under such terms as the parties hereto may agree.

1.3 This Agreement may be amended as desired by the mutual written agreement of the parties hereto.

1.4 This Agreement constitutes the entire agreement between the parties and supersedes all previous agreements and understandings related to the work to be performed.
IN THE WITNESS WHEREOF, the University and the OSRHE have hereunto executed this Agreement as of the month, day, and year first above written.

THE UNIVERSITY OF OKLAHOMA

By

Brad Quinn
Director, Office of Sponsored Programs

Date April 27, 2004

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

By

Date 3 May 2004
## ATTACHMENT A

No Child Left Behind Act of 2001, Title II, Part A - Oklahoma State Grant Program

**FY 2004 GRANT RECIPIENTS**

<table>
<thead>
<tr>
<th>Institution for Higher Education</th>
<th>Project Director(s)</th>
<th>Project Title</th>
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<tbody>
<tr>
<td>East Central University Ada</td>
<td>Dr. T. Ray Hamlett Dr. C. Eugene Hobbs</td>
<td>Connecting Mathematics &amp; Science through Appropriate Algebra, Technology, Methodology, &amp; Assessment</td>
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<tr>
<td>Oklahoma State University Stillwater</td>
<td>Dr. Smith Holt Dr. Gayla Hudson Dr. James Choike</td>
<td>A Professional Development Institute on Algebra and Its End-of-Course Assessment</td>
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<td>Oklahoma State University Stillwater</td>
<td>Dr. Darlinda Cassell</td>
<td>Geometry: Visualization and Manipulation for Understanding</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University Durant</td>
<td>Dr. Brad Ludrick Dr. Doug Wood</td>
<td>Field Research Experience for Secondary Science Teachers</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University Weatherford</td>
<td>Dr. John Woods</td>
<td>KESAM 2004: K-8 Scholars Appreciating Mathematics. A Hands-on, Brains-on Journey of Excellence. An Inquiry based In-Service Program for Improving Algebraic Thinking and Instruction in K-8 School Topics that Develop Mathematical Thinking</td>
</tr>
<tr>
<td>Tulsa Community College Tulsa</td>
<td>Dr. Carla Thompson (TCC) Dr. Jayne Fleener (OU) Dr. Karen Rogers (TPS) Dr. David Garner (OKCPS)</td>
<td>Data Driven Decision-Making Professional Development for Oklahoman Urban Preservice and In-service Educators Project</td>
</tr>
<tr>
<td>Okla. Christian University Oklahoma City</td>
<td>Dr. Phyllis Bolin Dr. Darlinda Cassel</td>
<td>All Students Can PASS Algebra</td>
</tr>
<tr>
<td>The University of Tulsa Tulsa</td>
<td>Dr. Mary Stewart Dr. Sacra Nicholas</td>
<td>Teacher Increased Content Knowledge Equals Student Achievement in Math II (TICK = SAM II) Project</td>
</tr>
<tr>
<td>Cameron University Lawton</td>
<td>Dr. Ric Jerez</td>
<td>TEAMS - Teaching Effectiveness for ADHD Mathematics Students</td>
</tr>
</tbody>
</table>
AGENDA ITEM #26-g (2):

No Child Left Behind.

SUBJECT:

Title II, Part A, No Child Left Behind (NCLB) & Oklahoma Educational Planning and Assessment System (OK EPAS) 2004 Request for Proposals

RECOMMENDATION:

Authorize a grant of up to $12,000, to be awarded through a request for proposals, for college faculty professional development in EPAS and NCLB.

BACKGROUND:

In 1993 the Oklahoma State Regents created the Oklahoma Educational Planning and Assessment System (OK EPAS) as a voluntary means to help schools evaluate instructional programs, align curriculum, and provide early intervention to address gaps in mathematics, science reasoning, reading, and English content areas. OK EPAS consists of an integrated series of assessments and reporting services that supports educators as they help students set and reach goals for life after high school. The components of OK EPAS are EXPLORE, PLAN and the ACT Assessment. EPAS assessments provide information about academic progress at crucial points in a student's educational career -- eighth grade, tenth grade, and at the completion of high school. Information provided by EPAS assessments is linked longitudinally to provide an academic information management system. These linkage reports can be used to monitor student progress over time, detect trends and evaluate instructional outcomes in support of school improvement efforts.

The No Child Left Behind Act of 2001 (NCLB) amended the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major federal programs which support schools with the goal of closing the achievement gap between disadvantaged and minority students. NCLB contains the following four principles: stronger accountability for results, expanded flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

NCLB requires the creation of assessments in each state that measure what children know and learn in reading and math in grades 3-8. Student progress and achievement will be measured according to tests that will be given to every child, every year.

NCLB will provide parents, citizens, educators, administrators, and policymakers with data from those annual assessments. The data will be available in annual report cards on school performance and on statewide progress. They will give parents information about the quality of their children's
schools, the qualifications of teachers, and their children's progress in key subjects. For more information, see the NCLB website at www.ed.gov/nclb

POLICY ISSUES:

This RFP for college faculty professional development in the areas of EPAS and NCLB meets the High Quality Strategic Goal within the 2003-2004 Work Plan of enhancing teacher education preparation in mathematic and science through its work with preservice teachers as well as to strengthen efforts to enhance K-12 student preparation. In addition, this professional development will help enhance communication and collaboration between higher education institutions and common education.

ANALYSIS:

Since both NCLB and EPAS have similar goals related to enhancing the preparation and expectations for ALL students, this grant will provide funds to increase college faculty awareness of both programs. The State Regents recognizes the importance of these educational programs and its interrelationship with many aspects of higher education, not only teacher preparation. In order to support college faculty professional development across the state between November 2004 and June 2005, the State Regents shall distribute approximately $12,000 in one grant to a higher education institution or nonprofit organization selected from those submitting proposals. The grant will be paid from FY2004 funds available in the Student Preparation cost center. The grant activities should accomplish the following goal: Increase college faculty awareness of NCLB and EPAS across the state and explore ways to integrate this information into appropriate college coursework and activities.
AGENDA ITEM #26-h:

Southwest Consortium for Improvement of Mathematics and Science Teaching.

SUBJECT:  Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST) Grants for Access Centers

RECOMMENDATION:

Provide a $2,000 matching award to each of the eight Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST) Access Centers from the FY2004 Student Preparation budget (total of $16,000) for expanded professional development opportunities in K-12 mathematics and science in collaboration with the GEAR UP program.

BACKGROUND:

The SCIMAST Access Centers were conceived as a means of distributing Eisenhower National Clearinghouse (ENC) mathematics and science materials to educators and the public through partnerships with other mathematics and science institutions for the purpose of identifying additional high quality materials and making them available to a greater number of educators through the SCIMAST region which includes Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. In Oklahoma, there are eight Access Centers resulting from collaborations with SCIMAST, the Oklahoma State Regents for Higher Education and institutions of higher education plus one Access Center which is a collaboration with SCIMAST and Oklahoma City Public School’s Urban Systemic Initiative. The eight Access Centers are located at Cameron University, East Central University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Oklahoma State University, Northeastern State University, Northwestern Oklahoma State University and Northeastern Oklahoma A & M College.

SCIMAST Access Centers help meet the demands of the No Child Left Behind legislation by providing high quality, intensive professional development for teachers and other educators in a collaborative environment with clearly stated goals and objectives. Programs are designed to:

- Deliver rich content while increasing knowledge of effective teaching practices
- Raise awareness of the unique needs of the students being served
- Encourage reflection and sharing among participants
- Improve assimilation of new knowledge through follow-up sessions

Each Access Center must provide a minimum of 12 clock hours of “intense engagement” with approved materials for at least 20 in-service or pre-service teachers in order to receive $2,000 from the Southwest Educational Development Laboratory (SEDL) for the purchase of approved
instructional resources. Access Center mathematics and science resources are selected using the SCIMAST Curriculum Materials Evaluation Instrument.

In order to provide expanded opportunities in K-12 mathematics and science targeting the GEAR UP schools, this action will provide a match of $2,000 for each of the eight Access Centers to ensure adequate funding to provide such services.

POLICY ISSUES:

The SCIMAST Access Centers have the potential to assist with the implication of the High Quality Strategic Goal within the 2003-2004 Work Plan through enhancing teacher education preparation in mathematics and science through its work with preservice teachers as well as to strengthen efforts to enhance K-12 student preparation by providing access for teachers to high quality instructional materials. In addition, the Access Centers are a result of collaboration between higher education institutions and a regional Eisenhower Math and Science Consortia to share resources and maximize state and federal funds.

ANALYSIS:

In order to maximize the efforts of GEAR UP within the areas of mathematics and science education and utilize the existing resources of the SCIMAST Access Centers, Regents staff will match the $2,000 amount provided to these centers so they can provide more opportunities such as:

- K-16 Mathematics and science vertical alignment workshops
- Mathematics and science resource days
- Graphing calculator workshops
- Enhancing achievement on the State mathematics and science tests
- Using EPAS results and increasing achievement on the ACT in mathematics and science

Regents’ staff will develop a list of approved professional development guidelines that must be met by each Access Center in order to receive the $2,000 matching funds. In order to utilize FY2004 funds, the Access Centers must also agree to expend the funds before November 1, 2004.
AGENDA ITEM #26-i (1):

Agency Operations.

*Not Available Electronically.*
Not Available Electronically.
AGENDA ITEM #26-i (2):

Agency Operations.

*Not Available Electronically.*
Not Available Electronically.
Not Available Electronically.
Not Available Electronically.
Not Available Electronically.
AGENDA ITEM #26-j (1):

Nonacademic Degrees.

SUBJECT: University of Oklahoma

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to award four Honorary Doctorate in Humane Letters degrees.

STAFF ANALYSIS:

A request has been made from the University of Oklahoma to award four Honorary Doctorates in Humane Letters.

The request is consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees
- conferral of honorary degrees that are distinguishable from earned degrees
- conferral of honorary degrees not to exceed the number specified in the policy
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy.
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments
The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

William Howard Lester

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma
this eighth day of May, two thousand four

For the State Regents

For the University

Chairman

Chairman, Board of Regents

Secretary

President of the University

Chancellor
The Oklahoma State Regents for Higher Education
Acting Through
The University of Oklahoma
Confers
The Honorary Degree of Doctor of Humane Letters
on
Rose A. Sharp
in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.
Issued at the University of Oklahoma
this eighth day of May, two thousand four

For the State Regents

Chairman
Secretary
Chancellor

For the University

Chairman, Board of Regents
President of the University
Prosector
The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

Tom Brokaw

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma
this eighth day of May, two thousand four

For the State Regents

Chairman
Secretary
Chancellor

For the University

Chairman, Board of Regents
President of the University
Proector
The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

N. Scott Momaday

in recognition of excellence and meritorious achievements,
with all the honors, privileges and obligations belonging thereto, and in witness thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma
this eighth day of May, two thousand four

For the State Regents

[Seals and signatures]

For the University

[Seals and signatures]
AGENDA ITEM #26-j (2):

Nonacademic Degrees.

SUBJECT: University of Oklahoma

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of nonacademic degrees as listed below.

BACKGROUND:

The University of Oklahoma made a request to award a Master of Human Relations degree posthumously to Ms. Lisa Colette Kimrey. At the time of her death in November 2003, Ms. Kimrey had completed all degree requirements except her comprehensive exam.

The University of Oklahoma also made a request to award a Bachelor of Science degree posthumously to Mr. John Jay Hatcher. At the time of his death on March 9, 2004, Mr. Hatcher was pursuing a degree in geography and would have graduated in May 2004.

POLICY ISSUES:

The requests are consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diplomas for the posthumous degrees are attached for State Regents’ ratification.
The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Lisa Colette Kimrey
having completed the requirements for the posthumous award of
the degree of
Master of Human Relations
has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereeto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.
Issued at the University of Oklahoma at Norman, Oklahoma on the
eighth day of May two thousand and four.

For the State Regents

For the University

Chairman
V. Finis Harmon

Chairman, Board of Regents
Rebecca Vitalis

President of the University
Paul L. Chinn

Academic Dean

Oklahoma State Regents for Higher Education
The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

John Jay Hatcher
having completed the requirements for the posthumous award of
the degree of
Bachelor of Science in Geography
has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Norman, Oklahoma on the
eighth day of May two thousand and four.

For the State Regents

For the University

[Signatures]

[Seals]
AGENDA ITEM #26-j (3):

Nonacademic Degrees.

SUBJECT: University of Oklahoma Health Sciences Center

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of nonacademic degrees as listed below.

BACKGROUND:

The University of Oklahoma Health Sciences Center made a request to award a Masters of Health Administration degree posthumously to Ms. Tiffany Shavonne Boyattia. At the time of her death in November 2003, Ms. Boyatta had completed 45 hours of the 60-hour requirement and was anticipating graduating in May 2004.

The University of Oklahoma Health Sciences Center also made a request to award a Doctor of Pharmacy degree posthumously to Mr. Robert James Thilsted. Mr. Thilsted had completed 110 professional hours of the 148-hour requirement for the degree before his death in June 2003.

POLICY ISSUES:

The requests are consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diplomas for the posthumous degrees are attached for State Regents’ ratification.
The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Tiffany Shavonne Boyattia

having completed the requirements for the posthumous award of
the degree of
Master of Health Administration
has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Oklahoma City, Oklahoma on the
eighth day of May two thousand and four.

For the State Regents    For the University

[Signatures]

[Signatures]
The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Robert James Thilsted

having completed the requirements for the posthumous award of
the degree of

Doctor of Pharmacy

has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Oklahoma City, Oklahoma on the
eighth day of May two thousand and four.

For the State Regents

For the University

[Signature]
Chairman

[Signature]
Chairman, Board of Regents

[Signature]
Secretary

[Signature]
President of the University

[Signature]
Chancellor

[Signature]
Academic Dean
AGENDA ITEM #26-j (4):

Nonacademic Degrees.

SUBJECT: Cameron University

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of a nonacademic degree as listed below.

BACKGROUND:

Cameron University made a request to award an Associate of Science in Business degree posthumously to Ms. Anita L. Trotter. At the time of her death in February 2003, Ms. Trotter was only six hours away from fulfilling the requirements for this degree.

POLICY ISSUES:

This request is consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diploma for the posthumous degree is attached for State Regents’ ratification.
The Oklahoma State Regents for Higher Education
Acting Through

Cameron University

make known that

Anita Trotter

having completed the requirements for the posthumous award of
the degree of

Associate of Science

has accordingly been admitted posthumously to that degree and
all the honors, privileges and obligations belonging thereto, and in witness thereof
have authorized the issuance of this diploma duly signed and sealed.
Issued at Cameron University at Lawton, Oklahoma, this
seventh day of May, Two Thousand Four.

FOR THE STATE REGENTS:

[Signatures]

FOR THE UNIVERSITY:

[Signatures]
AGENDA ITEM #26-j (5):

Nonacademic Degrees.

SUBJECT: Oklahoma State University

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of nonacademic degrees as listed below.

BACKGROUND:

Oklahoma State University made a request to award a Bachelor of Science degree in Secondary Education posthumously to Ms. Ms. Nancy Marie Boles. At the time of her death in, Ms. Boles had completed 146 hours towards her degree.

Oklahoma State University made a request to award a Bachelor of Science degree in Journalism and Broadcasting posthumously to Mr. Eric Lloyd Bost. At the time of his death, Mr. Bost was completing his final full semester at Oklahoma State University and had previously earned 115 credit hours.

POLICY ISSUES:

These requests are consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diplomas for the posthumous degrees are attached for State Regents’ ratification.
The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Nancy Marie Boles

to the degree of

Bachelor of Science in Secondary Education

Awarded Posthumously

and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the
eighth day of May, two thousand four.

For the Regents

For the University
The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted

Eric Lloyd Bost

to the degree of

Bachelor of Science
Journalism and Broadcasting
Awarded Posthumously

and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the
eighth day of May, two thousand four

For the Regents

For the University

[Signatures]
AGENDA ITEM #27-a:

Programs.

SUBJECT: Status Report on Program Requests.

RECOMMENDATION: This is an information item.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2003, as well as requests pending from the previous year.

POLICY ISSUES:

This report lists pending requests regarding degree programs as required by the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

The following pages contain the Current Degree Program Inventory and the following schedules:

I. Letters of Intent
II. Degree Program Requests Under Review
III. Approved New Program Requests
IV. Requested Degree Program Deletions
V. Approved Degree Program Deletions
VI. Approved Degree Program Name Changes
VII. Completed Cooperative Agreements
VIII. Suspended Programs
IX. Reinstated Programs
X. Approved Inventory Reconciliations
## CURRENT DEGREE PROGRAM INVENTORY

**May 28, 2004**

(Table reflects actions taken at the April 1, 2004 State Regents’ meeting)

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of Programs</th>
<th>Associate in Arts/Associate in Science</th>
<th>Associate in Applied Science</th>
<th>Baccalaureate</th>
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<th>Doctoral</th>
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| System Total | 1,679 | 288 | 250 | 605 | 258 | 108 | 15 | 1,524 | 155 |

206
### I. Letters of Intent

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<td>OSU-OKC</td>
<td>Certificate in Computer Network Administrator</td>
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II. Degree Program Requests Under Review  
July 1, 2003 to present

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<td>EOSC</td>
<td>Associate in Arts in Child Development</td>
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<td>OPSU</td>
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### III. Approved New Program Requests

**July 1, 2003 to present**

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<td>UCO</td>
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<td>9/30/03</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>OSUTB-OKM</td>
<td>Bachelor of Technology in Civil Engineering Technology</td>
<td>10/27/03</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>OSUTB-OKM</td>
<td>Bachelor of Technology in Information Assurance and Forensics</td>
<td>10/27/03</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>OSUTB-OKM</td>
<td>Bachelor of Technology in Instrumentation Engineering Technology</td>
<td>10/27/03</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>SEOSU</td>
<td>Bachelor of Arts in Spanish</td>
<td>11/17/03</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>NSU</td>
<td>Master of Education in Science Education</td>
<td>12/16/04</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>NSU</td>
<td>Master of Education in Mathematics Education</td>
<td>12/16/03</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>NSU</td>
<td>Certificate in School Library Media Specialist</td>
<td>12/16/03</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>RSU</td>
<td>Bachelor of Arts in Communications</td>
<td>11/17/03</td>
<td>April 1, 2004</td>
</tr>
<tr>
<td>RSU</td>
<td>Bachelor of Science in Justice Administration</td>
<td>11/17/03</td>
<td>April 1, 2004</td>
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<tr>
<td>TCC</td>
<td>Associate in Science in Health and Human Performance</td>
<td>12/8/03</td>
<td>April 1, 2004</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Bachelor of Science in Park Law Enforcement</td>
<td>2/3/04</td>
<td>April 1, 2004</td>
</tr>
<tr>
<td>CU</td>
<td>Master of Science in Educational Leadership</td>
<td>2/17/04</td>
<td>April 1, 2004</td>
</tr>
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</table>
## IV. Requested Degree Program Deletions
July 1, 2003 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Scheduled for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>Associate in Applied Science in Gerontology (069)</td>
<td>3/26/2004</td>
<td>May 28, 2004</td>
</tr>
<tr>
<td>CSC</td>
<td>Certificate in Gerontology (070)</td>
<td>3/26/2004</td>
<td>May 28, 2004</td>
</tr>
<tr>
<td>RSU</td>
<td>Associate in Applied Science in Computer Programming (045)</td>
<td>4/14/2004</td>
<td>May 28, 2004</td>
</tr>
<tr>
<td>RSU</td>
<td>Associate in Applied Science in Horse and Ranch Management (020)</td>
<td>4/14/2004</td>
<td>May 28, 2004</td>
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<tr>
<td>RSU</td>
<td>Associate in Science in Agriculture (058)</td>
<td>4/14/2004</td>
<td>May 28, 2004</td>
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</tbody>
</table>

## V. Approved Degree Program Deletions
July 1, 2003 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEOSU</td>
<td>Bachelor of Arts in Speech Education (050)</td>
<td>7/14/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Applied Science in Golf Course Management (118)</td>
<td>7/29/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>OCCC</td>
<td>Certificate in Manufacturing Technology (085)</td>
<td>8/4/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>OCCC</td>
<td>Certificate in Mid-Management (063)</td>
<td>8/4/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Freelance Writing (078)</td>
<td>8/11/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Systems Maintenance Administration (051)</td>
<td>8/11/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Land Surveying (024)</td>
<td>8/11/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>SEOSU</td>
<td>Master of Education in Educational Technology (077)</td>
<td>10/1/03</td>
<td>October 30, 2003</td>
</tr>
<tr>
<td>NWOSU</td>
<td>Bachelor of Arts in Library and Information Science (061)</td>
<td>10/2/03</td>
<td>October 30, 2003</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Science in Biology (007)</td>
<td>7/29/03</td>
<td>October 30, 2003</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Science in Physical Science (009)</td>
<td>7/29/03</td>
<td>October 30, 2003</td>
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<tr>
<td>OSU</td>
<td>Master of Manufacturing Systems Engineering in Manufacturing Systems Engineering (245)</td>
<td>10/30/2003</td>
<td>December 4, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in Health Care Administration (224)</td>
<td>10/29/2003</td>
<td>December 4, 2003</td>
</tr>
<tr>
<td>NWOSU</td>
<td>Master of Education in School Psychometrist (048)</td>
<td>11/24/2003</td>
<td>February 13, 2004</td>
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<tr>
<td>SWOSU</td>
<td>Associate in Applied Science in Technology (130)</td>
<td>12/12/2003</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Associate in Applied Science in Criminal Justice (139)</td>
<td>12/12/2003</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Associate in Applied Science in Computer Information Systems (141)</td>
<td>12/12/2003</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>OPSU</td>
<td>Associate in Applied Science in Swine Management (052)</td>
<td>1/2/2004</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Master of Education in Mathematics Education (072)</td>
<td>1/12/2004</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Master of Education in Natural Science Education (074)</td>
<td>1/12/2004</td>
<td>February 13, 2004</td>
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<tr>
<td>SWOSU</td>
<td>Master of Education in Social Science Education (080)</td>
<td>1/12/2004</td>
<td>February 13, 2004</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Master of Education in Technology Education (069)</td>
<td>1/12/2004</td>
<td>February 13, 2004</td>
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<tr>
<td>OU</td>
<td>Bachelor of Fine Arts in Art History (014)</td>
<td>2/3/2004</td>
<td>April 1, 2004</td>
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### VII. Completed Cooperative Agreements
July 1, 2003 to present

<table>
<thead>
<tr>
<th>Date Rec'd</th>
<th>Institution</th>
<th>Area Career Technology Center</th>
<th>Degree Program (program code)</th>
<th>Date Approved</th>
<th>Date Ratified</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Automotive Service Technology (004)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Diesel and Heavy Equipment Technology (018)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Business Systems Technology (027)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>High Plains Technology Center</td>
<td>Office Information Systems Technology (039)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>North West Technology Center</td>
<td>Automotive Collision Repair Technology (003)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>North West Technology Center</td>
<td>Automotive Service Technology (004)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>North West Technology Center</td>
<td>Business Systems Technology (027)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>North West Technology Center</td>
<td>Office Information Systems Technology (039)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>North West Technology Center</td>
<td>Information Technology (012)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Pioneer Technology Center</td>
<td>Automotive Service Technology (004)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Pioneer Technology Center</td>
<td>Construction Technology (011)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<tr>
<td>6/27/03</td>
<td>OSUTB-OKM</td>
<td>Pioneer Technology Center</td>
<td>Food Service Management (046)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>3/26/03</td>
<td>OSU-OKC</td>
<td>Ki amichi Technology Center</td>
<td>Emergency Medical Services - Municipal Fire Protection (088)</td>
<td>10/13/03</td>
<td>December 4, 2003</td>
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<td>12/18/03</td>
<td>NOC</td>
<td>North West Technology Center</td>
<td>Information Technology (083)</td>
<td>1/12/04</td>
<td>February 13, 2004</td>
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</table>
### VIII. Suspended Programs
July 1, 2003 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program (program code)</th>
<th>Date Suspended</th>
<th>Date Suspension Ratified</th>
<th>Date by which program must be reinstated or deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>Associate in Science in Business Accounting (004)</td>
<td>6/16/03</td>
<td>9/12/03</td>
<td>June 1, 2006</td>
</tr>
<tr>
<td>SEOSU</td>
<td>Bachelor of Arts in Social Gerontology (055)</td>
<td>7/14/03</td>
<td>9/12/03</td>
<td>July 15, 2006</td>
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<tr>
<td>OCCC</td>
<td>Certificate in Financial Services (118)</td>
<td>8/21/03</td>
<td>9/12/03</td>
<td>September 1, 2006</td>
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<tr>
<td>OSU-OKC</td>
<td>Associate in Applied Science in Quality Management (075)</td>
<td>10/6/03</td>
<td>10/30/03</td>
<td>October 6, 2006</td>
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<tr>
<td>NSU</td>
<td>Bachelor of Science in Athletic Training (134)</td>
<td>1/12/04</td>
<td>2/13/04</td>
<td>January 12, 2007</td>
</tr>
<tr>
<td>NSU</td>
<td>Certificate in Psychometrist (073)</td>
<td>1/12/04</td>
<td>2/13/04</td>
<td>January 12, 2007</td>
</tr>
<tr>
<td>NSU</td>
<td>Certificate in School Psychologist (110)</td>
<td>1/12/04</td>
<td>2/13/04</td>
<td>January 12, 2007</td>
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<tr>
<td>TCC</td>
<td>Associate in Applied Science in Desktop Publishing (216)</td>
<td>3/5/04</td>
<td>4/1/04</td>
<td>March 5, 2007</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in Desktop Publishing (217)</td>
<td>3/5/04</td>
<td>4/1/04</td>
<td>March 5, 2007</td>
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<tr>
<td>WOSC</td>
<td>Associate in Applied Science in Medical Lab Technician (046)</td>
<td>3/2/04</td>
<td>4/1/04</td>
<td>February 27, 2007</td>
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<tr>
<td>MSC</td>
<td>Associate in Applied Science in Engineering Technology</td>
<td>3/12/04</td>
<td>4/1/04</td>
<td>March 12, 2007</td>
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<tr>
<td>NOC</td>
<td>Associate in Science in Arts and Sciences (027)</td>
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<tr>
<td></td>
<td>Interdisciplinary Education Option (electronic delivery)</td>
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</table>

### IX. Reinstated Programs
July 1, 2003 to present

<table>
<thead>
<tr>
<th>Date Rec'd</th>
<th>Institution</th>
<th>Program (program code)</th>
<th>Original Suspension Date</th>
<th>Date Reinstatement Ratified</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/25/04</td>
<td>OUHSC</td>
<td>Doctor of Philosophy in Health Administration and Policy (063)</td>
<td>5/3/00</td>
<td>May 28, 2004</td>
</tr>
<tr>
<td>3/25/04</td>
<td>OUHSC</td>
<td>Doctor of Philosophy in Health Promotion Sciences (064)</td>
<td>5/3/00</td>
<td>May 28, 2004</td>
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</tbody>
</table>
### X. Approved Inventory Reconciliations

July 1, 2003 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program (program code)</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCC</td>
<td>Associate in Science in Quality Control Technology, NSU transfer option</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in Medical Office Administration (183)</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Science in Individual, Family, and Community Service (220)</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Science in Biology (002)</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Applied Science in Electronics Engineering Technology (116)</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Applied Science in Telecommunications Management (248)</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in CIS-Digital Video (250)</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in CIS-Web Design (251)</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Change Certificate in Health Information Technology (237) to Certificate in Health Information Technology, Coding &amp; Reimbursement Specialist</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Change Associate in Science in Physical Science (014) to Associate in Science in Science Related Fields of Concentration</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Change Associate in Science in Engineering-Pre (007) to Associate in Science in Engineering</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Change Associate in Science in Health Professions (010) to Associate in Science in Pre-Professional Science Related Fields of Concentration</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Change Associate in Applied Science in Health Information Technology (159) to Associate in Applied Science in Health Information Technology (Medical Records)</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Change Associate in Applied Science in Child Development and Family Relations (200) to Associate in Applied Science in Child Development</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>LU</td>
<td>Bachelor of Physical Therapy (047)</td>
<td>N/A</td>
<td>October 30, 2003</td>
</tr>
</tbody>
</table>
AGENDA ITEM #27-b:

Policy.


RECOMMENDATION:

This item is for information.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated to the Chancellor authority to approve minor exceptions/clarifications to State Regents’ policy that will not result in a broadscale circumvention of policy. All exceptions so granted are to be reported to the State Regents. This is the twenty-seventh report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Seven exceptions to the State Regents’ academic policy have been granted by the Chancellor since the last report on February 13, 2004.

ANALYSIS:

University of Oklahoma (OU)

March 30, 2004
An exception to the Granting of Degrees Policy and Policy Statement on Program Approval, which require that degrees be granted to students in currently offered degree programs approved by the State Regents, was granted to OU to allow a student to graduate with a bachelor of science in home economics, which was deleted from the OU degree program inventory in 1993. The exception was based on the fact that the student had completed all but one course required for the major.

Northeastern State University (NSU)

January 29, 2004
NSU was granted authorization to establish the date of posting for the degree of a student who met all necessary degree requirements in May 1994 but failed to reapply for graduation after repeating two courses. The student was unaware that the degree was not posted to the transcript. This action is consistent with the Undergraduate Degree Requirements Policy, which states that “degrees shall be conferred upon students satisfactorily completing prescribed courses of study.”
January 29, 2004
An exception to the Undergraduate Degree Requirements Policy, which requires that 50 percent of the hours in the major field be taken at the upper-division level, was granted to NSU to waive this requirement for a student who transferred course work from an international college. The exception was based on the fact that the course work would have been upper-division if taken at NSU and that the course work adequately prepared the student for his upper-level courses at NSU. Additionally, the student had completed 44 hours of upper-level course work with 74 total hours at NSU.

Oklahoma Panhandle State University (OPSU)

January 27, 2004
An exception to the Undergraduate Degree Requirements Policy, which requires that 15 of the final 30 credit hours applied toward a baccalaureate degree be completed at the degree-granting institution, was granted to OPSU to waive this requirement for a student who will complete 21 of his final 30 hours at another institution. The exception was based on the fact that the student had completed 138 credit hours in residence at OPSU.

March 30, 2004
An exception to the Undergraduate Degree Requirements Policy, which requires that 15 of the final 30 credit hours applied toward a baccalaureate degree be completed at the degree-granting institution, was granted to OPSU to waive this requirement for a student who has moved to another area and will complete 18 of his final 30 hours at another institution. The exception was based on the fact that the student had completed 105 credit hours in residence at OPSU.

Rose State College (Rose)

January 14, 2004
An exception to the Admission Policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until he or she has raised his or her GPA by attending another institution, was granted to Rose for a student employed at Tinker Air Force Base (TAFB). The exception was based on the fact that Rose is the contractual provider of a specific associate in applied science degree program for TAFB in which the student requested to enroll and that 16 years had elapsed since her second suspension.

January 29, 2004
An exception to the Admission Policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until he or she has raised his or her GPA by attending another institution, was granted to Rose for an incarcerated student. The exception was based on the fact that Rose is the only provider of educational service to the facility where the student is incarcerated and that 11 years had elapsed since his second suspension.
AGENDA ITEM #27-c:

U.S. Department of Education.

SUBJECT: Report on the status of the State Regents’ petition for continued recognition of the State Regents’ accreditation reviews.

RECOMMENDATION:

This item is for information.

BACKGROUND:

Since 1976, the United States Secretary of Education has recognized the Oklahoma State Regents for Higher Education as the accrediting agency for “those vocational education programs for which credit earned is applied toward a degree, diploma or other postsecondary academic or collegiate award, or which are given at state institutions comprising the Oklahoma State System of Higher Education.”

The Oklahoma State System of Higher Education offers 258 associate in applied science degree programs at 18 institutions (2 technical branches, 3 urban community colleges, 4 baccalaureate granting institutions with a technical-occupational function, and 9 two-year rural institutions). These degree programs enroll approximately 18,000 students and graduate approximately 2,500 students each year.

Periodically, the State Regents must petition the United States Department of Education (USDE) to renew their application for recognition as the approval agency for technical-occupational degree and certificate programs. In June 2004, the State Regents' petition for renewal will be forwarded to the U.S. Secretary of Education. The National Advisory Committee on Institutional Quality and Integrity (NACIQI), which serves as an advisory body to the United States Secretary of Education, will take action on the petition at a date to be announced.

POLICY ISSUES:

This item is consistent with State Regents’ “Policy Statement of Criteria and Procedures for Evaluating Technical-Occupational Degree and Certificate Programs.”
AGENDA ITEM #27-d (1):

Annual Reports.

SUBJECT: Oklahoma National Guard Tuition Waiver 2003-04 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For the 2003-04 academic year, the State Regents allocated $1.6 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2002-03 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for resident tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and to the limit of 3.5 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the allocation and reimbursement guidelines approved by the State Regents at their meeting of April 11, 1997.

ANALYSIS:

For the 2003-04 academic year, National Guard members received waivers totaling $2,245,527, an increase of 11.9 percent from 2002-03. This increase is in large part due to the increases in tuition implemented last fall. The total number of hours decreased by .3 percent. Of the total dollar amount waived, $1,683,452 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY05 allocation to be approved as part of the FY05 agenda item #4a, budget allocation item.
AGENDA ITEM #27-d (2):

Annual Reports.

*Not Available Electronically.*
AGENDA ITEM #27-d (3):

Annual Reports.

SUBJECT:

Salaries in the Oklahoma State System of Higher Education, 2003-2004 Faculty and Selected Administrative Positions

RECOMMENDATION:

This is an information item recommended for the State Regents’ acceptance.

BACKGROUND:

Colleges and universities in the State System provide annually aggregate salary and benefit data for faculty by rank and for selected administrative positions. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. An historical analysis of national faculty salary trends compared to Oklahoma is also included.

The average faculty salary for all full-time faculty equated to a 9-10 month contract basis in Oklahoma state-supported colleges and universities, excluding the constituent agencies, is $50,959 for the year 2003-2004. This is an increase of $655 or 1.3 percent above 2002-2003. The total number of full-time faculty in Oklahoma’s 25 colleges and universities (not including constituent agencies) in 2003-2004 is 4454, a decrease of 12, or .2 percent, over 2002-2003. When the constituent agencies are included, the total for the system is 5736 as compared to 5771 full-time faculty in 2003.

Oklahoma’s average salaries for all ranks, when compared to the national average, are 78.4 percent of the national average. The average of Oklahoma salaries to the National average has declined by .16 percent from 2003-2004. Slight declines in this average have continued since the 1997-98 fiscal year.
AGENDA ITEM #27-d (4):

Annual Reports.

SUBJECT: Regional University Baccalaureate Scholarship
2003-04 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $800,000 from appropriations made by the 2003 Oklahoma Legislature for the 2003-04 Regional University Baccalaureate Scholarship. This scholarship provides academically promising students awards of $3,000 per year for tuition, fees, room and board, and required textbooks or materials for up to four years, or eight semesters, of undergraduate study at regional universities in The Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma.

POLICY ISSUES:

None.

ANALYSIS:

There were 251 participants in the Regional Baccalaureate Scholarship Program for the 2003-04 academic year. As reflected on the attached report, expenditures for the 2003-04 academic year totaled $730,500.
## Oklahoma State Regents for Higher Education
### Regional University Baccalaureate Scholarship
#### 2003-04 Year End Report

<table>
<thead>
<tr>
<th>University</th>
<th>Students</th>
<th>2003-04 Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Central Oklahoma</td>
<td>51</td>
<td>$149,250</td>
</tr>
<tr>
<td>East Central University</td>
<td>42</td>
<td>124,500</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>43</td>
<td>123,750</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>16</td>
<td>48,000</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>8</td>
<td>22,500</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>17</td>
<td>49,500</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>44</td>
<td>129,000</td>
</tr>
<tr>
<td>Cameron University</td>
<td>11</td>
<td>33,000</td>
</tr>
<tr>
<td>Langston University</td>
<td>1</td>
<td>3,000</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>18</td>
<td>48,000</td>
</tr>
</tbody>
</table>

**TOTAL**                                        **251**    **$730,500**
AGENDA ITEM #27-d (5):

Annual Reports.

SUBJECT: Future Teachers Scholarship Program 2003-04 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $100,000 from appropriations made by the 2003 Oklahoma Legislature for the 2003-04 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to $1,500 per year, renewable for up to three additional years, are awarded to cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2003-04 academic year were special education, foreign language, science, math, and English. Ninety-seven students at twenty-two institutions were approved for program participation for the 2003-04 academic year.

The attached report reflects the award distribution to each participating institution for the 2003-04 academic year.
### Future Teachers Scholarship
#### 2003-04 Year End Report

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students on Program</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>6</td>
<td>$6,000</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>11</td>
<td>10,080</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>11</td>
<td>13,125</td>
</tr>
<tr>
<td>East Central University</td>
<td>14</td>
<td>7,553</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>24</td>
<td>31,125</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>4</td>
<td>2,800</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>1</td>
<td>1,000</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>4</td>
<td>4,592</td>
</tr>
<tr>
<td>Cameron University</td>
<td>3</td>
<td>3,384</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>2</td>
<td>2,250</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>2</td>
<td>1,000</td>
</tr>
<tr>
<td>Connors State College</td>
<td>1</td>
<td>250</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Redlands Community College</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Seminole State College</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>3</td>
<td>1,500</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>2</td>
<td>1,632</td>
</tr>
<tr>
<td>Oklahoma Wesleyan University</td>
<td>1</td>
<td>550</td>
</tr>
<tr>
<td>St. Gregory’s University</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>2</td>
<td>1,024</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>97</strong></td>
<td><strong>$90,865</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #27-d (6):

Annual Reports.

SUBJECT: William P. Willis Scholarship 2003-04 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Twenty-six students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the 28 nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

At their regular meeting of October 30, 2003, the State Regents authorized the Chancellor to make 26 awards: $3,000 for students attending the comprehensive universities, $2,400 for students attending the regional universities, and $2,000 for students attending the two-year colleges.

The attached report reflects the award distribution to each participating institution totaling $55,000 for the 2003-04 academic year.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Student</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU</td>
<td>Nicole Keeler</td>
<td>$3,000</td>
</tr>
<tr>
<td>OSU</td>
<td>Korby Pogue</td>
<td>$3,000</td>
</tr>
<tr>
<td>UCO</td>
<td>Kelly Bernardy</td>
<td>$2,400</td>
</tr>
<tr>
<td>NSU</td>
<td>Amanda Carney</td>
<td>$2,400</td>
</tr>
<tr>
<td>NSU</td>
<td>Valerie Francen</td>
<td>$2,400</td>
</tr>
<tr>
<td>NWOSU</td>
<td>Carrie Doud</td>
<td>$2,400</td>
</tr>
<tr>
<td>SEOSU</td>
<td>Chance Davis</td>
<td>$2,400</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Sarah Jarnagin</td>
<td>$2,400</td>
</tr>
<tr>
<td>LU</td>
<td>Nalder Farris</td>
<td>$1,200</td>
</tr>
<tr>
<td>RSU</td>
<td>Cynthia Crizer</td>
<td>$2,400</td>
</tr>
<tr>
<td>OPSU</td>
<td>Bryan Alvidrez</td>
<td>$1,200</td>
</tr>
<tr>
<td>USAO</td>
<td>Cody Thrasher</td>
<td>$2,400</td>
</tr>
<tr>
<td>CU</td>
<td>Cheryl Meadors</td>
<td>$2,400</td>
</tr>
<tr>
<td>CASC</td>
<td>Amy Barnes</td>
<td>$2,000</td>
</tr>
<tr>
<td>CSC</td>
<td>Ragan Warren</td>
<td>$2,000</td>
</tr>
<tr>
<td>MSC</td>
<td>Victor Jacome</td>
<td>$2,000</td>
</tr>
<tr>
<td>NEOAM</td>
<td>Rebecca Gault</td>
<td>$2,000</td>
</tr>
<tr>
<td>NOC</td>
<td>Stacy Conaghan</td>
<td>$2,000</td>
</tr>
<tr>
<td>OCOC</td>
<td>Jimmy Polk</td>
<td>$2,000</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Janet Garrett</td>
<td>$2,000</td>
</tr>
<tr>
<td>OSU-Okm</td>
<td>Larry Wade</td>
<td>$2,000</td>
</tr>
<tr>
<td>Redlands</td>
<td>Imacatzl Xicontencatl</td>
<td>$2,000</td>
</tr>
<tr>
<td>ROSE</td>
<td>Chad Lee</td>
<td>$2,000</td>
</tr>
<tr>
<td>SSC</td>
<td>Kevin Laffoon</td>
<td>$2,000</td>
</tr>
<tr>
<td>WOSC</td>
<td>Brittany Campbell</td>
<td>$1,000</td>
</tr>
<tr>
<td>TCC</td>
<td>Stephanie Hudson</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

**Total Distribution** $55,000
AGENDA ITEM #27-d (7):

Annual Reports.

SUBJECT: Renee Neuwald Memorial Scholarship 2003-04 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

This scholarship has been created by private individuals to honor the lifelong contributions of Renee Neuwald to the teaching profession. The goal of the Renee Neuwald Memorial Scholarship is to provide scholarship opportunities to outstanding students with financial need who are graduates of Tulsa High School for Science and Technology. The State Regents are the fiscal agent for the $1,000 annual scholarship.

POLICY ISSUES:

None.

ANALYSIS:

For the 2003-04 academic year, Schrenna Davis and Salinda Crawford both attending Oklahoma State University were awarded the Renee Neuwald Memorial Scholarship in the amount of $500 each.
AGENDA ITEM #27-d (8):

Annual Reports.

SUBJECT: Tulsa Reconciliation Education and Scholarship Program 2003-04 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The 2001 Oklahoma Legislature passed the “1921 Tulsa Race Riot Reconciliation Act of 2001” which created the Tulsa Reconciliation Education and Scholarship Program (TRESP). During the 2002 session, the Legislature passed HB 2238 which amended the statutes creating the scholarship program. One of the amendments authorized the State Regents to annually award scholarships to two senior students at each high school in the Tulsa Public School District.

ANALYSIS:

Seventeen students received awards during the 2003-04 academic year at an award level of $1,000 each. The recipients attended eight different Oklahoma institutions: 5 attended the University of Oklahoma, 3 attended Northeastern State University, 3 attended Langston University, and 2 attended Oklahoma State University. Each of the following institutions had one student participating in the scholarship program: Bacone College, Northern Oklahoma College, Oral Roberts University, and Tulsa Community College. The total awards made for the 2003-04 was $17,000 as reflected on the attached schedule.
## TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM

<table>
<thead>
<tr>
<th>Name</th>
<th>High School</th>
<th>Institution</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ronald Thomas</td>
<td>Memorial High School</td>
<td>Bacone</td>
<td>$1,000</td>
</tr>
<tr>
<td>Nakimbria Washington</td>
<td>Thomas Edison Preparatory High School</td>
<td>LU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Mildred Daniels</td>
<td>Will Rogers High School</td>
<td>LU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Marisha Vann</td>
<td>Booker T. Washington High School</td>
<td>LU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Wendell Peters</td>
<td>Booker T. Washington High School</td>
<td>NOC</td>
<td>$1,000</td>
</tr>
<tr>
<td>Don Horn</td>
<td>Tulsa High School for Science &amp; Technology</td>
<td>NSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Lisa Holmes</td>
<td>Memorial High School</td>
<td>NSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>John Weygandt</td>
<td>Daniel Webster High School</td>
<td>NSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Thomas Louis</td>
<td>Nathan Hale High School</td>
<td>ORU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Salinda Crawford</td>
<td>Tulsa High School for Science &amp; Technology</td>
<td>OSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Lisa Lowen</td>
<td>Tulsa School of Arts and Science</td>
<td>OSU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Holly Forster</td>
<td>East Central High School</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Jennifer McCutcheon</td>
<td>East Central High School</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Sandra Flores</td>
<td>Nathan Hale High School</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Christy Williams</td>
<td>Tulsa School of Arts and Science</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Deshuttaney Mosley</td>
<td>Daniel Webster High School</td>
<td>OU</td>
<td>$1,000</td>
</tr>
<tr>
<td>Andrew Herd</td>
<td>Thomas Edison Preparatory High School</td>
<td>TCC</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

**Total Disbursement**: $17,000