NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 30, 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 June 30, 2004.
AGENDA

Wednesday, June 30, 2004--9 a.m.
State Regents’ Conference Room, 655 Research Parkway, Suite 200
Chairman Ike Glass Presiding

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.

ACADEMIC

4. Policy--System.


5. Policy - Institution. Approval of request from the University of Oklahoma to increase admission standards for first-time freshmen and concurrently enrolled students. Page 35.

6. New Programs.

   b. University of Oklahoma Health Sciences Center. Approval of request to offer the Bachelor of Science in Health Studies. Page 53.

   c. Oklahoma Panhandle State University. Approval of request to offer the Bachelor of Science in Equine Science. Page 57.

   d. Eastern Oklahoma State College. Approval of request to offer the Associate in Arts in Child Development. Page 61.

   e. Oklahoma City Community College. Approval of request to offer the Associate in Applied Science in Network Technology and Associate in Applied Science in Database Management
in cooperative agreements with Francis Tuttle and Moore Norman Technology Centers. Page 65.

f. Rose State College. Approval of request to offer the Certificate in Broadcast Communications and Certificate in Cyber Security. Page 71

7. **Program Deletions.** Approval of institutional requests for program deletions. Page 77.

8. **Electronic Media.** Approval of institutional requests for final authorization to offer existing degree programs via electronic delivery and extension of “best practices” review schedules for existing degree programs. Page 79.


10. **Technical-Occupational Program Review.** Approval of reports and recommendations regarding technical-occupational degree programs at Western Oklahoma State College, Cameron University, Murray State College, and Seminole State College. Page 87.

11. **Oklahoma Tuition Equalization Grant Program.** Recommendation of allocation formula for (OTEG) program. Page 95.

12. **Temporary Assistance to Needy Families (TANF).** Allocation of funds to Oklahoma two-year colleges participating in TANF programs pursuant to the FY 05 contract modification with the Department of Human Services. Page 97.

13. **Scholars for Excellence in Child Care.**
   
a. Approval of contracts with Department of Humans Services for the Excellence in Child Care Program. Page 101.

b. Allocation of funds to Oklahoma two-year colleges participating in the Scholars for Excellence in Child Care Program pursuant to the FY 05 contract with the Department of Human Services. Page 113.

**FISCAL**

14. **Tuition Hearing.**
   
a. Review proposed changes to academic service fee for Oklahoma State University. Page 115.

b. Public comment on academic service fee. Page 117.

15. **Tuition.**
   
a. Approval of FY05 Tuition, Mandatory Fees. Page 119.

b. Approval of FY05 Academic Service Fees. Page 121.
c. Approval of amendments to Policy on Tuition and Fees. Page 123.

16. **E&G Budget.** Approval of FY05 Educational and General Budgets of institutions, constituent agencies, higher education centers, special programs, and other programs. Page 133.

17. **Allocation.**

   a. **Grants.** Approval of grant to Oklahoma State University Technical Branch-Okmulgee in support of comprehensive workforce development system in Northeast Oklahoma and continued grant funding for the Institute for Tribal Leadership at Northern Oklahoma College. Page 137.

   b. Allocation of funds to the University of Oklahoma and Oklahoma State University from the Motor Fuel Assessment Fund for final FY04. Page 139.


19. **Revenue Bonds.**


   b. Ratification of approval of Statement of Essential Facts for University of Oklahoma Health Sciences Center. Page 145.


20. **EPSCoR.**


   b. Approval of FY05 Space Rental Agreement. Page 153.


   d. Announcement of National Institute of Health “IDeA” Program award. Page 159. (Oral presentation

**EXECUTIVE**

21. **Brain Gain Funding.** Approval of allocation of FY05 funding and improvement grant proposals. Page 161.

22. **Legislature/Governor.**

b. Approval of resolution regarding FY 05 state funding for The Oklahoma State System of Higher Education. Page 169.

23. **Commendations.** Recognition of State Regents’ staff for service and recognitions on state and national projects. Page 171.

**CONSENT DOCKET**

24. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

a. Programs

   (1) Program Modifications. Approval of institutional requests. Page 173.


e. Post Audit. Approval of institutional requests for final approval of and review schedule extensions for existing programs. Page 203.


g. Capital. Ratification of capital allotments. Page 211.


j. Contract/Agreement.


   (2) Ratification of amendments to Siguler Guff Operating Agreement. Page 225.

25. **Reports.** Acceptance of reports listed on Attachment "A."

27. **Report of the Chairman.** (No Action, No Discussion).

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


30. **Recognition.** Recognition of outgoing chairman.

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., Thursday, September 9, 2004, at the University of Oklahoma Health Sciences Center.**

33. **Adjournment.**
ATTACHMENT "A"

25. **Reports.**


AGENDA ITEM #4-a:

Policy – System.

SUBJECT: Approval 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 approve 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 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 revisions also include editorial changes to the language referencing ACT.
SUMMARY AND CONCLUSION:

The 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 approve 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.
POLICY STATEMENT ON ADMISSION TO,
RETENTION IN, AND TRANSFER AMONG COLLEGES
AND UNIVERSITIES OF THE STATE SYSTEM

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)

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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 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.

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.
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.

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 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 (ACT) 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.

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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.
Performance-Based Admission Standards: Comprehensive Universities

<table>
<thead>
<tr>
<th>Standardized Tests</th>
<th>ACT or SAT*</th>
<th>Top 33.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Performance A</td>
<td>GPA<strong>6 (All Courses) and Class rank</strong>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.

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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.
2. **Regional Universities**

East Central University  
Northeastern State University  
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 ACT 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><strong>Standardized Tests</strong></td>
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<tr>
<td>OR</td>
</tr>
<tr>
<td><strong>High School Performance</strong></td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td><strong>High School Performance</strong></td>
</tr>
<tr>
<td>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 individual4 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; 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 individual4 who: (a) is a graduate of 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 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 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 composite ACT\(^*\) of 18 or a minimum high school grade-point average of 2.5 to be admitted to a comprehensive university; or have a minimum composite ACT\(^*\) 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.

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.

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\(^{10}\) The University of Oklahoma will only consider Oklahoma residents for this admission category.
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.

<table>
<thead>
<tr>
<th>Comprehensive Universities</th>
<th>ACT/SAT at 67th percentile OR High School GPA 3.0 and Class Rank - top 33.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Universities</td>
<td>ACT/SAT at 50th percentile OR High School GPA 3.0 and Class Rank - top 50%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>ACT/SAT at 42nd percentile OR High School GPA 3.0</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 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 provisionally to a college or university in The Oklahoma State System of Higher Education as a special student.

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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.
### Comprehensive Universities

<table>
<thead>
<tr>
<th>ACT/SAT</th>
<th>High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>83rd percentile</td>
<td>3.5</td>
</tr>
</tbody>
</table>

### Regional Universities

<table>
<thead>
<tr>
<th>ACT/SAT</th>
<th>High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>72nd percentile</td>
<td>3.5</td>
</tr>
</tbody>
</table>

### Two-Year Colleges

<table>
<thead>
<tr>
<th>ACT/SAT</th>
<th>High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>58th percentile</td>
<td>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>ACT/SAT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>67th percentile</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ACT/SAT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>83rd percentile</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

\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.
E. Admission by Transfer\textsuperscript{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.

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.

\textsuperscript{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) 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>
<tbody>
<tr>
<td>0 through 30 semester credit hours</td>
<td>1.7</td>
</tr>
<tr>
<td>Greater than 30 semester credit hours</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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)

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$^{14}$ All courses in which a student has a recorded grade will be counted in the calculation of the grade-point average for 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.
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 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

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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.
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 #4-b:

Policy – System.


RECOMMENDATION:

It is recommended that the State Regents approve 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 250 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 approval of the revised policy as described above.

Attachment
POLICY STATEMENT OF CRITERIA AND PROCEDURES FOR EVALUATING TECHNICAL- OCCUPATIONAL 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.

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.

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 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.
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 report, the institution will be required to submit an implementation plan. Thereafter, an annual report on the status of the implementation will be submitted.

- **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 #5:

Policy – Institution

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

RECOMMENDATION:

It is recommended that the State Regents approve 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>
<tr>
<td>• 24 ACT or 1090 SAT composite</td>
<td>• 24 ACT or 1090 SAT composite AND either a 3.0 high school GPA or top 50% of class</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>• 3.0 high school GPA and top 25% of class</td>
<td>• 3.0 high school GPA and top 25% of class</td>
</tr>
<tr>
<td><strong>Admitted on Space Available Basis</strong></td>
<td><strong>Admitted on Space Available Basis</strong></td>
</tr>
<tr>
<td>• 3.0 high school GPA and top 26-30% of class</td>
<td>• 24 ACT or 1090 composite with less than 3.0 high school GPA or bottom 50% of class</td>
</tr>
<tr>
<td>• 3.0 high school GPA in State Regents’ 15-unit core curriculum and 22 ACT or 1020 SAT</td>
<td>• 3.0 high school GPA and top 26-30% of class</td>
</tr>
<tr>
<td></td>
<td>• 3.0 high school GPA in State Regents’ 15-unit core curriculum and 22 ACT or 1020 SAT</td>
</tr>
</tbody>
</table>

*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 homeschooled 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.

The State Regents approved increased admission standards for OSU at the May 28, 2004 meeting. OSU’s increases will be implemented incrementally beginning summer 2005 with full implementation by summer 2007. OSU’s standards are 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 requires 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 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 approve OU’s request to increase performance admission standards for first-time freshmen effective summer 2005.

Attachments
C. **Minimum High School Performance Criteria for Admission of First-Time-Entering Students**\(^3\) by Type of Institution

1. **Comprehensive Universities**

   University of Oklahoma (OU)
   Oklahoma State University (OSU)

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 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><strong>High School Performance A</strong></td>
</tr>
<tr>
<td><strong>OR</strong></td>
</tr>
<tr>
<td><strong>High School Performance B</strong></td>
</tr>
</tbody>
</table>

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\(^3\)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. OU is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

\(^6\)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.

\(^7\)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.
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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8Grade-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.
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.

<table>
<thead>
<tr>
<th>Comprehensive Universities</th>
<th>ACT/SAT at 67th percentile OR High School GPA 3.0 and Class Rank - top 33.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Universities</td>
<td>ACT/SAT at 50th percentile OR High School GPA 3.0 and Class Rank - top 50%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>ACT/SAT at 42nd percentile OR High School GPA 3.0</td>
</tr>
</tbody>
</table>

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, be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student.
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.

<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>

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.

<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>

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 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.

\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.
AGENDA ITEM #6-a:

New Programs.

SUBJECT: University of Oklahoma (OU). Approval of request to offer the Doctor of Philosophy in Geophysics and the Doctor of Philosophy in Ecology and Evolutionary Biology.

RECOMMENDATION:

It is recommended that the State Regents approve OU’s request to offer the Doctor of Philosophy in Geophysics and the Doctor of Philosophy in Ecology and Evolutionary Biology with the stipulation that continuation of the programs beyond fall 2008 will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

- **Doctor of Philosophy in Geophysics.** Continuation beyond fall 2008 will depend upon:
  - Majors enrolled: a minimum of 6 students in fall 2007
  - Graduates: a minimum of 3 students in 2007-08

- **Doctor of Philosophy in Ecology and Evolutionary Biology.** Continuation beyond fall 2008 will depend upon:
  - Majors enrolled: a minimum of 40 students in fall 2006
  - Graduates: a minimum of 5 students in 2006-07

BACKGROUND:

Academic Plan

OU’s 2004 Academic Plan lists the following institutional priorities:

- become leading public research university in country;
- maintain growth of research expenditures by 10 percent per year on Norman campus;
- recruit and selectively grow faculty resources;
- continue to expand training for region and nation through continuing education; and
- increase use of technology.

APRA Implementation

Since 1991-92, OU has added 28 degree programs and deleted 71 degree programs.

Program Review

OU offers 235 degree programs (103 baccalaureate, 79 master’s, 49 doctoral, and 4 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation.
For programs receiving specialty accreditation, OU 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

OU faculty developed the proposals, which were reviewed and approved by institutional officials and OU’s governing board.

POLICY ISSUES:

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

ANALYSIS:

**Doctor of Philosophy in Geophysics**

**Program purpose.** The proposed program will offer students the opportunity to master advanced concepts and practices in geophysics, conduct geophysics research, and work in various industries served by geophysicists. The program will also assist OU’s aspirations to become a center of excellence for study and research in geology and geophysics, with an emphasis in applied areas such as energy.

**Program rationale/background.** Currently, the only options for geophysics students desiring a doctoral degree is to pursue the existing Doctor of Philosophy (Ph.D.) in Geology. The School of Geology and Geophysics currently offers bachelor of science degrees in geology and geophysics, as well as the master of science degree in geology and geophysics, but not a Ph.D. in geophysics. OU indicates this discrepancy is a limiting factor in its ability to become a preeminent research institution in geophysics and limits its ability to attract sufficient numbers of quality Ph.D. candidates. Outstanding students employed as geophysicists desiring to pursue the Ph.D. in geophysics are prohibited by employers who require the Ph.D. in geophysics. Adding the Ph.D. in Geophysics to OU’s offerings will remedy this issue.

**Employment opportunities.** Many qualified candidates from physics, mathematics, and engineering will ultimately become geophysicists to work in higher education, government research institutes, and industry, specifically the petroleum industry. OU has an excellent reputation in the petroleum industry for quality preparation and its graduates are in demand. This past year, 18 companies recruited for employees from the School of Geology and Geophysics with many full time offers and internship offers made to OU students. OU is confident that employment opportunities will be available for program graduates.

**Student demand.** The program is expected to enroll a minimum of 6 majors in fall 2007 and graduate a minimum of 3 students in 2007-08.

**External Review.** Graduate programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training master’s and doctoral students. This translates to considerable investments in time and funds; therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Dr. Laura Serpa and Dr. Arthur Weglein, conducted a “paper” review (i.e., no site visit) of the proposed programs. Dr. Serpa is Professor of Geology and Geophysics at the University of New Orleans in New Orleans, Louisiana and Dr. Weglein is the Hugh Roy and Lilly Cranz Cullen Distinguished Professor in Physics at the University of Houston in Houston, Texas. Both reviewers
have extensive experience in the academic preparation of geophysicists, as well as knowledge of the quality standards required for successful doctoral programs in geophysics.

The external evaluators’ charge was to assess the viability and quality of the proposed geophysics degree program with specific attention to issues of duplication of programs, student demand and productivity standards, and funding implications. The evaluators used the State Regents’ “Policy Statement on Program Approval” and background information on the State Regents’ Academic Planning and Resource Allocation initiative to frame the review. A full report by the evaluators was provided to OU.

The team’s overall evaluation included the following findings:

- **Support for the proposed program, as:**
  - It is central to the mission of OU to support quality academic programs and prepare students for professional careers;
  - The program has demonstrated student demand and an ability to meet productivity requirements as evidenced by the number of geophysics dissertation topics completed under the existing geology Ph.D. program;
  - There is no comparable program in the state;
  - The faculty resources already are in place and no additional courses or funding are required to initiate the program;
  - There is a demand for the program from local industries;
  - The proposed program recognizes the need to have a base outside of the petroleum industry which is its current strength; and
  - The program could draw on the very strong joint program with Fort Valley University to produce minority geophysics Ph.D.’s who are in high demand in industry and academia.

- **OU and the College of Geosciences have a well-deserved reputation for an administration, specifically in their president and dean, for comprehending, nurturing, and supporting the basic mandate and highest standards of academic responsibility for teaching and research.**
  - The geosciences alumni are very active and knowledgeable guiding lights in seeking the best standard of academic accomplishment and respect.

- **The geology side of the department has a reasonably strong bench of capability, and research activity with the OU geophysics group as the most active in Oklahoma.**

While recommending State Regents’ approval, the evaluators offered the following suggestions for improvement of the proposed program:

- **It is recommended that:**
  - A theoretical seismologist be hired and new courses in seismic theory and fundamentals of exploration seismology be created;
  - The dissertation committees be given more control over the requirements for more flexibility in dealing with individual students and ensuring they achieve the highest standards possible;
  - The program identify and actively recruit new students rather than assuming it will draw sufficient numbers from geology students; and
  - The program should actively build on the collaboration with Fort Valley University to produce more minority scientists, and attract funding and national recognition for its efforts.

**Duplication/Impact on existing programs.** No other institution in the state offers a degree in this field, so there is no duplication of other programs.
Curriculum. Requirements for the degree total a minimum of 60 hours of post-master’s coursework. Of these 60 credit hours, 18 credit hours will be core courses and 42 credit hours will be a combination of coursework and dissertation research (Attachment A). No new courses will be added.

Faculty and staff. Existing faculty in geophysics will teach the proposed curriculum so no additional faculty resources are requested.

Support services. Facilities, library resources, and equipment are adequate. Since the program is essentially offered currently under the PHD in Geology, no additional support services are requested.

Financing. No additional funds are requested to support the proposed program.

Doctor of Philosophy in Ecology and Evolutionary Biology

Program purpose. The proposed program will offer students the opportunity to develop sophisticated abilities needed to understand complex ecological and evolutionary systems, develop novel ways of applying this knowledge and disseminating it to the public, and assume leadership roles in the field.

Program rationale/background. The traditional zoology-botany-microbiology organization of OU departments does not emphasize or focus on interdisciplinary work that is essential to ecology and evolutionary biology research. Academic and professional jobs are often seeking candidates with interdisciplinary backgrounds, so collaborations ensued to develop a program that brings the strengths of each program together to meet an emerging need for ecologists and evolutionary biologists. Utilizing 68 existing courses in these disciplines, along with the expertise of 32 faculty members from the two departments, OU faculty developed the new interdisciplinary program to meet the changing student demand away from degrees in traditional departments.

Employment opportunities. Ecological principles are essential for sustainable agriculture production, timber business, fishery, water supply, etc. As a result, more trained researchers, faculty, and practitioners are needed in ecology and evolutionary biology. Graduates from this program can meet demand from universities for faculty positions, K-12 education, government agencies (such as the U.S. Forest Service, the Bureau of Land Management, the Park Service, and Wildlife and Fisheries Services), and private companies related to environmental and natural resources. OU is confident that employment opportunities will be available for program graduates.

Student demand. The program is expected to enroll a minimum of 40 majors in fall 2006 and graduate a minimum of 5 students in 2006-07.

External Review. Graduate programs represent a long-term commitment for an institution. Faculty, support staff, equipment, facilities and resources are required for research and training master’s and doctoral students. This translates to considerable investments in time and funds; therefore institutions infrequently develop new doctoral programs.

For these reasons, two external reviewers, Dr. Mathew A. Liebold and Dr. Peter S. White, conducted a “paper” review (i.e., no site visit) of the proposed program. Dr. Liebold is Associate Professor in the Section of Integrative Biology and the University of Texas at Austin and former Chair of the Committee on Evolutionary Biology at the University of Chicago, and Dr. White is Professor in the Department of Biology at the University of North Carolina, Chapel Hill and Director of the North Carolina Botanical Garden. Both reviewers have extensive experience in the academic preparation of evolutionary biologists, as well as
knowledge of the quality standards required for successful doctoral programs in ecology and evolutionary biology.

The external evaluators’ charge was to assess the viability and quality of the proposed ecology and evolutionary biology degree program with specific attention to issues of duplication of programs, student demand and productivity standards, and funding implications. The evaluators used the State Regents’ “Policy Statement on Program Approval” and background information on the State Regents’ Academic Planning and Resource Allocation initiative to frame the review. A full report by the evaluators was provided to OU.

The team’s overall evaluation included the following findings:

- Strong support for the proposed program, as it will:
  - enhance instruction, research and service at OU;
  - respond to existing and emerging needs in Oklahoma and the nation in this area;
  - enhance citizens’ access to high quality opportunities for intellectual growth;
  - be accessible to qualified citizens of the state; and
  - enhance the use and effectiveness of OU and state resources;

While recommending State Regents’ approval, the evaluators offered the following suggestions for improvement of the proposed program:

- The program administrators should consider having greater autonomy from the two hosting departments both in making decisions about the acceptance of graduate students and the governing of the program;
- The university should try to provide funds for activities that will increase recognition of the new program; and
- In the future, the steering committee should consider:
  - The desirability of having the Chair of the Ecology and Evolutionary Biology program selected by the Dean of Arts and Sciences or the Dean of the Graduate School so it will be on equal footing with similar programs and the Dean will be invested in the program achieving its goals;
  - Consider the faculty appointed to the program be considered a committee of the whole, meeting at least annually, with separate committees for admission and curriculum; if within the current administrative structure, a Steering Committee with appointments for more than two years is recommended; and
  - If the program expands beyond these two departments, it will need to work on admissions with other departments or have its own ability to graduate students.

**Duplication/Impact on existing programs.** No other institution in the state offers a degree in this field, so there is no duplication of other programs.

**Curriculum.** Requirements for the degree total a minimum of 60 hours of post-master’s coursework. Of these 60 credit hours, 30 credit hours must be taken in research (Attachment B). Two new courses will be added and are asterisked.

**Faculty and staff.** Existing faculty in botany, microbiology, and zoology will teach the proposed curriculum so no additional faculty resources are requested.

**Support services.** Facilities, library resources, and equipment are adequate.

**Financing.** No additional funds are requested to support the proposed program.

Attachments
**UNIVERSITY OF OKLAHOMA**  
**DOCTOR OF PHILOSOPHY IN GEOPHYSICS**

### Core Coursework  
**18 Credit Hours**

- GPHY 4243/5243 Computational Geosciences  3 Credit Hours
- GPHY 6102 Advanced Field Geophysics  2 Credit Hours
- GPHY 5513 Introduction to Seismic Processing  3 Credit Hours
- GPHY 5613 Introduction to Seismic Stratigraphy  3 Credit Hours
- GPHY 5713 Solid Earth Geophysics  3 Credit Hours
- GPHY 5864 Gravimetric & Magnetic Exploration  4 Credit Hours

### Support Coursework  
**42 Credit Hours**

To be selected with advisor to include dissertation hours from subdisciplines of geophysics including planetary, exploration, geohydrology, electrical, seismic, electromagnetic, and potential methods, geotechnical, environmental, and theoretical.

### DEGREE PROGRAM TOTAL  
**60 Credit Hours**

Beyond the Master’s program
UNIVERSITY OF OKLAHOMA
DOCTOR OF PHILOSOPHY IN ECOLOGY AND EVOLUTIONARY BIOLOGY

Core Research Coursework
A minimum of 30 of the last 60 credit hour courses must be taken in research (MBIO 6980, BOT 6980, ZOO 6980 or equivalent)  
30 Credit Hours

Support Coursework
Within the requirements, each student must take the *Advanced Ecology and Evolutionary Biology Course, participate twice in the *Ecology and Evolutionary Biology graduate seminar, and successfully complete a dissertation with satisfactory demonstration of knowledge in microbiology, botany, or zoology, and at least one of the specialties available.  
30 Credit Hours

DEGREE PROGRAM TOTAL

 Beyond the Master’s program

60 Credit Hours
AGENDA ITEM #6-b:

New Programs.

SUBJECT: University of Oklahoma Health Sciences Center (OUHSC). Approval of request to offer the Bachelor of Science in Health Studies.

RECOMMENDATION:

It is recommended that the State Regents approve OUHSC’s request to offer the Bachelor of Science in Health Studies, with the stipulation that continuation of the degree program beyond fall 2009 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the degree program will graduate a minimum of 30 students in 2008-09.

BACKGROUND:

Academic Plan

OUHSC’s 2004 Academic Plan lists the following institutional priorities:

- advancing research and biotechnology;
- providing educational leadership;
- enhancing clinical excellence;
- consolidating resources to create strong OUHSC research programs;
- expanding and realigning programs to enhance OUHSC research;
- developing operating infrastructure to enhance research and teaching;
- maximizing potential contribution of OUHSC endowed chairs; and
- encouraging research program affiliations to capitalize on specialized expertise or capacity across OUHSC department/colleges.

APRA Implementation

Since 1991-92, OUHSC has added 10 programs and deleted 15 degree programs.

Program Review

OUHSC offers 57 programs (7 baccalaureate, 23 master’s-level, 15 doctoral, 9 first professional, and 3 certificate programs), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OUHSC 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

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

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Health Studies

Program purpose. The proposed program is designed to provide a credential to students who enter the Master of Physical Therapy (MPT) or Master of Occupational Therapy (MOT) with 90 credit hours, then subsequently must complete 80 credit hours to complete the master’s level programs. There is no current credential available to students in these programs once they complete the typical 120 credit hours required for a baccalaureate degree. The proposed program will remedy this situation and be available only to students in the MPT and MOT programs.

Program rationale/background. OUHSC has surveyed students and identified demand for a baccalaureate credential while pursuing the MPT and MOT programs. Currently, students can enter these programs once they have completed 90 or more credit hours. Some enter with a completed baccalaureate degree, but the majority of students do not. Those who do not hold a baccalaureate at entrance can potentially complete 170 credit hours towards the master’s programs and still not hold a baccalaureate credential. Some students enter the MPT or MOT program and successfully complete much of the program, but for a variety of reasons, change career paths. This degree will provide a credential to recognize work completed. A survey indicated this program would benefit the student by providing a potential employment advantage and alternative career exploration. It was also seen as a means to provide personal satisfaction to a student who desires the baccalaureate credential, and could be used as a recruitment tool for the MPT and MOT programs.

Employment opportunities. The proposed program will credential students progressing through the MPT and MOT programs at OUHSC. It will provide alternative career paths for students who choose not to complete the MPT or MOT programs. OUHSC also believes the added credential will help MPT and MOT students in job selection over students without a baccalaureate degree.

Student demand. The new program is expected to graduate a minimum of 30 students in 2008-09. Due to the nature of the program, there will not be “majors” in the traditional sense, as these students will be majors in the MPT and MOT programs.

Duplication/Impact on existing programs. Southwestern Oklahoma State University offers the Bachelor of Science in Health Sciences, which is similar, but is a pre-professional program for a variety of health care fields and is not a specific degree completion route for MPT and MOT programs. Due to differences in foci and students served, approval will not constitute unnecessary duplication.

Curriculum. The proposed program consists of 120 total credit hours, including 40 credit hours of general education, 40 credit hours of upper-division course work, a capstone course, and a minimum of 30 credit hours of upper-division/master’s professional entry course work (Attachment A). No new courses will be added.
Faculty and staff. Existing faculty will teach the proposed program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate to support the proposed curriculum.

Financing. Since the proposed program cost is low, OUHSC will use existing resources. No additional funds are requested.

Attachment
**UNIVERSITY OF OKLAHOMA HEALTH SCIENCES CENTER**  
**BACHELOR OF SCIENCE IN HEALTH STUDIES**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>40</td>
</tr>
<tr>
<td>Upper Division Course Work</td>
<td>40</td>
</tr>
<tr>
<td>Completion of the first year of a professional entry degree program in the College of Allied Health</td>
<td>30</td>
</tr>
<tr>
<td>Additional courses to satisfy the College of Allied Health admission requirements</td>
<td>Up to 10</td>
</tr>
</tbody>
</table>

**DEGREE PROGRAM TOTAL**  
120 Credit Hours
AGENDA ITEM #6-c:

New Programs.

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

RECOMMENDATION:

It is recommended that the State Regents approve OPSU’s request to offer the Bachelor of Science in Equine Science with the stipulation that continuation of the program beyond fall 2009 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of 30 majors in fall 2008 and graduate a minimum of 10 students in 2008-09.

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 8 degree programs and deleted 18 degree programs.

Program Review

OPSU offers 32 degree programs (4 associate, 2 associate in applied science, and 26 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 Science in Equine Science

Program purpose. The proposed program will prepare students to work in the business aspect of the equine industry and horse training, with a research focus on training young horses.

Program rationale/background. OPSU has observed increased demand for qualified professionals to meet the needs of the high volume of animal agricultural industries in northwestern Oklahoma and the Oklahoma panhandle. OPSU will utilize the Paul Wessler Equine Center currently under construction, which will provide stable facilities for up to 10 horses, as well as feed and tack storage. The program will utilize horses maintained for the animal science program and involve students in a variety of research studies.

Employment opportunities. OPSU has been in contact with many employers in the region, such as independent and large scale horse trainers, feedlots, ranches, national and regional horse organizations, and others who all indicate employment opportunities for graduates of this program. OPSU lists 28 local employers in the Oklahoma, Texas, and Kansas area that indicate support for the program and expect full employment for graduates.

Student demand. The proposed program is expected to enroll a minimum of 30 majors in fall 2008 and graduate a minimum of 10 students in 2008-09.

Duplication/Impact on existing programs. There are no other equine baccalaureate programs in the state, so approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of 124 total credit hours, including 41 credit hours of general education, 46 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. Twelve 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 SCIENCE IN EQUINE SCIENCE

General Education Requirements
Credit Hours: 41

Major Course Requirements
Credit Hours: 46

*AGEQ 1104 Introduction to Horsemanship 4 hours
*AGEQ 1123 Introduction to Equines Science 3 hours
*AGEQ 1132 Equine Evaluation 2 hours
*AGEQ 1223 Introduction to Equine Training and Care 3 hours
*AGEQ 1404 Basic Farrier Training 4 hours
*AGEQ 2003 Colt Breaking and Training 3 hours
*AGEQ 2124 Intermediate Farrier Science 4 hours
*AGEQ 3124 Advanced Farrier Science 4 hours
*AGEQ 3644 Horse Science 4 hours
*AGEQ 4000 Equine Industry Internship 3 hours
*AGEQ 4003 Advanced Horse Training 3 hours
*AGEQ 4103 Specialized Horse Training 3 hours

Support Course Requirements
Credit Hours: 18-24

Elective Course Requirements
Credit Hours: 14-20

Total Credit Hours: 124

*Asterisk denote new courses.
AGENDA ITEM #6-d:

New Programs.

SUBJECT: Eastern Oklahoma State College (EOSC). Approval of request to offer the Associate in Arts in Child Development.

RECOMMENDATION:

It is recommended that the State Regents approve EOSC’s request to offer the Associate in Arts in Child Development, 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 30 majors in fall 2006 and graduate a minimum of 12 students in 2006-07.

BACKGROUND:

Academic Plan

EOSC’s 2004 Academic Plan lists the following institutional priorities:

- develop long range capital planning;
- secure additional sources of funding;
- revise/develop academic programs;
- strengthen alumni relations; and
- streamline admissions/enrollment process.

APRA Implementation

Since 1991-92, EOSC has added 4 degree programs and deleted 25 degree programs.

Program Review

EOSC offers 35 degree and certificate programs (23 associate, 9 associate in applied science, and 3 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, EOSC 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

EOSC faculty developed the proposal, which was reviewed and approved by institutional officials and EOSC’s governing board.
POLICY ISSUES:

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

ANALYSIS:

*Associate in Arts in Child Development*

**Program purpose.** The proposed program will prepare students to work in childcare settings and provide a viable educational option for those students who plan to further their education by transferring to a university to pursue a baccalaureate degree in child development or related field.

**Program rationale/background.** EOSC currently offers courses necessary for the Child Development Associate credential, a national certification, the Certificate in Child Development, and the Associate in Applied Science in Child Development. This program supports the Scholars in Excellence in Child Care program which vigorously encourages childcare workers to pursue college credentials. The Scholars program is a collaboration between the State Regents and the Oklahoma Department of Human Services to improve the quality of childcare in Oklahoma. The program proposal also supports new requirements for Head Start teachers found in the School Readiness Act of 2003 and supports paraprofessional standards in the No Child Left Behind Act of 2001.

**Employment opportunities.** The demand for qualified childcare providers throughout Oklahoma is extensive. Daycare facilities in eastern Oklahoma, the Oklahoma Department of Human Services, Head Start programs, and area schools all project increased employment needs for qualified child development specialists.

**Student demand.** The proposed program is expected to enroll 30 majors in fall 2006 and graduate 12 students in 2006-07.

**Duplication/Impact on existing programs.** Most State System community colleges offer associate degrees in child development in direct response to the Scholars in Excellence in Childcare initiative. EOSC’s request will support this initiative as well. Given the demand for the program and support by the Department of Human Services for access to programs statewide, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed degree program consists of 62-63 credit hours, including 38-39 credit hours of general education, 18 credit hours in the major, and 6 credit hours in support courses (Attachment A). No new courses will be added.

**Faculty and staff.** Existing faculty will teach the proposed degree program. No additional faculty resources are requested.

**Support services.** The library, facilities, and equipment are adequate.

**Financing.** No additional funding is required for this program.

Attachments
ATTACHMENT A

EASTERN OKLAHOMA STATE COLLEGE
ASSOCIATE IN ART IN CHILD DEVELOPMENT

General Education Requirements  Credit Hours: 38-39
Orientation 1 hour
  OLS 1111 Orientation and Library Science
English 6 hours
  ENG 1113 Freshman Composition I
  ENG 1213 Freshman Composition II
History and Political Science 6 hours
  HIST 1483 American History to 1877
  Or
  HIS 1493 American History Since 1877
  POS 1113 American Federal Government
Psychology 3 hours
  PSY 1112 Intro to Psychology
  Or
  SOC 1113 Intro to Sociology
Science (7-8 hours – one must have a lab) 7-8 hours
  3-4 hours Life Science (Biology, Botany, Environmental Science, Zoology)
  3-4 hours Physical Science (Astronomy, Chemistry, Geology, Physical Science, Physics)
Computer Science 3 hours
  CIS 1113 Computer Applications
Humanities 6 hours
  6 hours in Humanities (Literature, Humanities, Religious Education, or World Civilization)
Mathematics 3 hours
  SPCH 1113 Fundamentals of Speech
  Or
  SPCH 1403 American Sign Language I

Major Course Requirements  Credit Hours: 18
Child Development Courses 18 hours
  CDP 1113 Child Growth and Development
  CDP 2103 Parent-Teacher Relations
  CDP 1223 Pre-School Guidance/Behavior
  CDP 2223 Program Planning for Early Childhood
  CDP 2013 Children with Special Needs
  CDP 2223 2213 Art/Music for Young Children

Support Course Requirements  Credit Hours: 6
Health, Physical Education and Recreation 6 hours
  HPER 1011 First Aid
HPER 1021 CPR for the Professional
HPER 1102 School and Community Health

Nutrition
   NUTRIT 1203 Nutrition 6 hours

Sociology
   SOC 1113 Introduction to Sociology
   SOC 1213 Marriage and the Family
   SOC 2113 Social Problems

Speech
   SPCH 1113 Fundamentals of Speech
   SPCH 1403 American Sign Language I
   SPCH 1413 American Sign Language II

Total Credit Hours: 62-63
AGENDA ITEM #6-e:

New Programs.

SUBJECT: Oklahoma City Community College (OCCC). Approval of request to offer the Associate in Applied Science in Network Technology and Associate in Applied Science in Database Management in cooperative agreements with Francis Tuttle Technology Center (FTTC) and Moore Norman Technology Center (MNTC).

RECOMMENDATION:

It is recommended that the State Regents approve OCCC’s request to offer the Associate in Applied Science in Network Technology and Associate in Applied Science in Database Management with the stipulation that continuation of the programs beyond fall 2007 will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below. Additionally, State Regents’ approval is recommended for OCCC to offer the proposed programs as cooperative agreements with FTTC and MNTC.

- **Associate in Applied Science in Network Technology.** Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: a minimum of 18 students in fall 2006
  - Graduates: a minimum of 8 students in 2006-07

- **Associate in Applied Science in Database Management.** Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: a minimum of 18 students in fall 2006
  - Graduates: a minimum of 8 students in 2006-07

BACKGROUND:

Academic Plan

OCCC’s 2004 Academic Plan references its strategic plan, which lists the following institutional priorities:

- develop a major grant proposal in cooperation with the City/County Health Department;
- develop and strengthen relationships with health-related organizations and businesses; and
- develop strategies to market health technology and pre-health programs to students and the community.

APRA Implementation

Since 1991-92, OCCC has added 33 degree programs and deleted 35 degree programs.
Program Review

OCCC offers 66 degree and certificate programs (22 associate, 22 associate in applied science, and 22 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OCCC 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

OCCC faculty developed the proposals, which were reviewed and approved by institutional officials and OCCC’s governing board.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval,” and “Guidelines for Approval of Cooperative Agreements.”

ANALYSIS:

**Associate in Applied Science in Network Technology**

**Program purpose.** The proposed program will prepare students to serve as network technicians who troubleshoot, interpret problems, and provide support for hardware, software, and systems.

**Program rationale/background.** OCCC currently offers the coursework for this program under the Associate in Applied Science in Microcomputer Support Technology with strong enrollment. With the advancement of networking technologies, OCCC indicates a need to provide a more focused program in this area. The proposed program will focus on preparation for national certifications and has been reviewed by officials at the University of Central Oklahoma for seamless articulation into a baccalaureate program.

**Employment opportunities.** Graduates of this program may find opportunities to design, install, and support an organization’s LAN, WAN, network segment, Internet, or Intranet systems, as well as plan, coordinate, and implement network security measures. The Bureau of Labor Statistics (2002-2003 edition) indicates network technicians as among the fastest growing occupational needs through 2010. Employment opportunities for graduates of this program are expected to increase as more organizations adopt and integrate increasingly sophisticated technologies. OCCC expects full employment opportunities for graduates based on the Oklahoma City Workforce Study conducted by the Office of Workforce Development, the city of Oklahoma City, and the Center for Economic and Management Research at the Michael F. Price College of Business at the University of Oklahoma. Average starting salaries will be over $25,000 with an expected increase in employment of over 30 percent during the next two years.

**Student demand.** The proposed program is expected to enroll 18 majors in fall 2006 and graduate 8 students in 2006-07.

**Duplication/Impact on existing programs.** Rose State College and Western Oklahoma State College offer networking programs; however, OCCC indicates its program differs from existing programs in the Cisco training and preparation for national certifications. Based on these differences, as well as the expressed demand for the program in the Oklahoma City metropolitan area, approval will not constitute unnecessary duplication.
Curriculum. The proposed degree program consists of 60 credit hours, including 18 credit hours of general education, 31 credit hours in the technical specialty, and 11 credit hours in technical support courses (Attachment A). Twenty new courses will be added and are asterisked.

Cooperative agreement. The proposed program will be offered in cooperative agreements with FTTC and MNTC. General education and support courses will be offered by OCCC and up to 31 credit hours in specialized courses will be offered by FTTC or MNTC. Both high school and adult students will be permitted to enroll in accordance with State Regents’ policy. An oversight and evaluation committee consisting of OCCC officials and FTTC and MNTC staff will meet at least annually to review course content, relevance, and instructional methods as these items relate to the established course and program competencies for the cooperative agreements.

Faculty and staff. Existing faculty will teach the proposed degree program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate. Extensive library and equipment resources are available through OCCC, FTTC, and MNTC.

Financing. No additional funding is required for this program. The program will be a partnership between OCCC and its technology center partners.

Associate in Applied Science in Database Management

Program purpose. The proposed program will prepare students as administrators to work with database management systems software and determine ways to organize and store data.

Program rationale/background. Database administrators ensure performance, understand the operational platform, add new users, and are responsible for database security. OCCC currently offers some of the coursework for this program under the Associate in Applied Science in Applied Technology with strong enrollment. The proposed program will focus on preparation for national certifications and has been reviewed by officials at the University of Central Oklahoma for seamless articulation into a baccalaureate program.

Employment opportunities. According to the 2002-2003 edition of the Bureau of Labor Statistics’ Occupational Outlook Handbook, database administrators are expected to be among the fastest growing occupations through 2010. OCCC expects full employment opportunities for graduates based on the Oklahoma City Workforce Study. Minimum starting salaries for new hires in these positions average over $29,000, and 88 percent of the companies surveyed hired employees into this occupation in the past year. Of the students at OCCC who completed the curriculum under the auspices of the applied technology degree, 86 percent were placed with an average salary of $19.39 per hour. Employment prospects appear positive.

Student demand. The proposed program is expected to enroll 18 majors in fall 2006 and graduate 8 students in 2006-07.

Duplication/Impact on existing programs. There are no other database management programs offered in the State System. Some institutions offer options under other degree programs that may cover some of the same content, but not to the same extent as a full program. Approval will not constitute unnecessary duplication.
Curriculum. The proposed degree program consists of 60 credit hours, including 18 credit hours of general education, 27 credit hours in the technical specialty, and 15 credit hours in technical support courses (Attachment B). Eleven new courses will be added and are asterisked.

Cooperative agreement. The proposed program will be offered in cooperative agreements with FTTC and MNTC. General education and support courses will be offered by OCCC and up to 27 credit hours in specialized courses will be offered by FTTC or MNTC. Both high school and adult students will be permitted to enroll in accordance with State Regents’ policy. An oversight and evaluation committee consisting of OCCC officials and FTTC and MNTC staff will meet at least annually to review course content, relevance, and instructional methods as these items relate to the established course and program competencies for the cooperative agreements.

Faculty and staff. Existing faculty will teach the proposed degree program. No additional faculty resources are requested.

Support services. The library, facilities, and equipment are adequate. Extensive library and equipment resources are available through OCCC, FTTC, and MNTC.

Financing. No additional funding is required for this program. The program will be a partnership between OCCC and its technology center partners.

Attachments
OKLAHOMA CITY COMMUNITY COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN NETWORK TECHNOLOGY

General Education Requirements  Credit Hours: 18

ENGL 1113 English Composition 3
HIST 1483 U.S. History to Civil War OR 3
HIST 1493 U.S. History since the Civil War
POLSC 1113 American Federal Government 3
Three credit hours of OSRHE approved communications – to be taken from: 3
   COM 1123 OR
   COM 1323 OR
   COM 2213
   ENGL 1213 OR
   ENGL 1233

6 credit hours of approved general education electives 6

Technical Specialty Course Requirements  Credit Hours: 31

CS 1353 Microcomputer Operating Systems 3
*NT 1114 Microcomputer Installation and Service 4
*NT 1144 Introduction to Networking 4
*NT 1164 MS Windows Professional Installation and Support 4
*NT 1184 Linux Installation and Administration OR 4
*NT 1194 Novell Netware Installation and Administration
*NT 2114 MS Windows Server Installation and Support 4

Eight credit hours of faculty approved major electives 8

Support Course Requirements  Credit Hours: 11

APPM 1223 Mathematics for Technical Careers I 3

Eight credit hours of faculty approved support courses 8

Total Credit Hours: 60

*Asterisks denote new courses.
## OKLAHOMA CITY COMMUNITY COLLEGE
### ASSOCIATE IN APPLIED SCIENCE IN DATABASE MANAGEMENT

#### General Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1113 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1483 U.S. History to Civil War OR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493 U.S. History since the Civil War</td>
<td></td>
</tr>
<tr>
<td>POLSC 1113 American Federal Government</td>
<td>3</td>
</tr>
<tr>
<td>Three credit hours of OSRHE approved communications – to be taken from:</td>
<td>3</td>
</tr>
<tr>
<td>COM 1123 OR</td>
<td></td>
</tr>
<tr>
<td>COM 1323 OR</td>
<td></td>
</tr>
<tr>
<td>COM 2213</td>
<td></td>
</tr>
<tr>
<td>ENGL 1213 OR</td>
<td></td>
</tr>
<tr>
<td>ENGL 1233</td>
<td></td>
</tr>
<tr>
<td>6 credit hours of approved general education electives</td>
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</tr>
</tbody>
</table>

#### Technical Specialty Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*DBM 1101 Database Theory</td>
<td>1</td>
</tr>
<tr>
<td>*DBM 1314 Introduction to SQL</td>
<td>4</td>
</tr>
<tr>
<td>*DBM 1334 Database Administration</td>
<td>4</td>
</tr>
<tr>
<td>*DBM 2313 Database Back Up and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>*DMB 2322 Database Networking</td>
<td>2</td>
</tr>
<tr>
<td>*DBM 2334 Database Performance Tuning</td>
<td>4</td>
</tr>
<tr>
<td>*DBM 2353 Database Administration with SQL Server</td>
<td>3</td>
</tr>
<tr>
<td>*DBM 2363 UNIX for Database Administrators</td>
<td>3</td>
</tr>
<tr>
<td>*DBM 2373 Database and Application Design Using CASE</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Support Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPM 1223 Mathematics for Technical Careers I</td>
<td>3</td>
</tr>
<tr>
<td>Twelve credit hours of faculty approved support courses</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours: 60

*Asterisks denote new courses.*
AGENDA ITEM #6-f:

New Programs.

SUBJECT: Rose State College (Rose). Approval of request to offer the Certificate in Broadcast Communications and the Certificate in Cyber Security.

RECOMMENDATION:

It is recommended that the State Regents approve Rose’s request to offer the Certificate in Broadcast Communications and the Certificate in Cyber Security with the stipulation that continuation of the programs beyond fall 2007 will depend upon meeting the criteria established by the institution and approved by the State Regents as detailed below:

- **Certificate in Broadcast Communications.** Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: a minimum of 15 students in fall 2006
  - Graduates: a minimum of 8 students in 2006-07

- **Certificate in Cyber Security.** Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: a minimum of 15 students in fall 2006
  - Graduates: a minimum of 8 students in 2006-07

BACKGROUND:

**Academic Plan**

Rose’s 2002-03 Academic Plan lists the following institutional priorities:

- providing full-time professors in a majority of classes;
- maintaining the quality of existing programs;
- providing effective and accessible enrollment/advising services;
- increasing technology equipment funding;
- providing quality academic support services;
- providing remedial courses; and
- implementing cooperative agreements with local career technology centers and interacting with local high schools.

**APRA Implementation**

Since 1991-92, Rose has deleted 40 degree programs while adding 21 degree programs.
Program Review

Rose offers 63 degree or certificate programs (30 associate, 26 associate in applied science (AAS), and 7 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, Rose 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

Rose faculty developed the proposals, which were reviewed and approved by institutional officials and Rose’s governing board.

POLICY ISSUES:

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

ANALYSIS:

Certificate in Broadcast Communications

Program purpose. The proposed certificate program will prepare students in the technical area of broadcast communications and allow them to work in their chosen field while pursuing the AAS in Broadcast Communications.

Program rationale/background. Rose has found that many students become employed in their chosen field once they have completed the technical portion of the degree requirements. To provide these students a credential and incentive to return to Rose for completion of the AAS in Broadcast Communications, Rose faculty and administration developed this certificate program.

Employment opportunities. The broadcast communications’ advisory committee endorsed the certificate proposal and anticipates that students holding this certificate will be preferred employment candidates due to the respect commanded in the field for college credit as an indicator of ability to learn. Rose indicates these students can find employment in local broadcast industry using skills gained in writing, camera work, voice work, graphic animation, and editing.

Student demand. The new certificate program is expected to enroll a minimum of 15 majors in fall 2006 and graduate a minimum of 8 students in 2006-07.

Duplication/Impact on existing programs. Rogers State University is the only other institution offering a certificate in this field, however, due to the distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program consists of 33 total credit hours from the following areas (Attachment A): general education (3 credit hours), technical specialty (24 credit hours) and related technical or support requirements (6 credit hours). No new courses will be added.

Faculty and staff. Existing faculty in the broadcast communication program will teach the proposed certificate program.
**Support services.** Facilities, library resources, and equipment are adequate.

**Financing.** No additional funds are required to support the proposed program.

**Certificate in Cyber Security**

**Program purpose.** The proposed certificate program will prepare students in cyber security, providing the skills necessary to obtain federal and civilian employment in forensics, cyber crime, and cyber terrorism areas.

**Program rationale/background.** Rose’s computer information technology/networking advisory committee endorses the development of a networking cyber security certificate as an invaluable program for employees facing growing demands in information security. This program will draw from the expertise provided in the Associate in Applied Science in Networking currently offered by Rose.

**Employment opportunities.** This program is designed for those currently in the workforce that are expected to address cyber security at their place of employment. As a short certificate, employees can easily gain additional training or retraining to meet employer needs.

**Student demand.** The new certificate program is expected to enroll a minimum of 15 majors in fall 2006 and graduate a minimum of 8 students in 2006-07.

**Duplication/Impact on existing programs.** Oklahoma City Community College is the only other institution offering a certificate in cyber security, however, due to the perceived demand in this area as a rapidly growing field, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed certificate program consists of 30 total credit hours from the following areas (Attachment B): technical specialty (24 credit hours) and related technical or support requirements (6 credit hours). No new courses will be added.

**Faculty and staff.** Existing faculty in the Business and Information Technology Division will teach the proposed certificate program.

**Support services.** Facilities, library resources, and equipment are adequate.

**Financing.** No additional funds are required to support the proposed program.

Attachments
**ROSE STATE COLLEGE**
**CERTIFICATE IN BROADCAST COMMUNICATIONS**

**General Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1113</td>
<td>Freshman Comp I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Technical Specialty**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCST 2103</td>
<td>Studio Television Production</td>
<td>3</td>
</tr>
<tr>
<td>BCST 1233</td>
<td>Fundamentals of Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>BCST 1243</td>
<td>Writing for Broadcast</td>
<td>3</td>
</tr>
<tr>
<td>BCST 1253</td>
<td>ENG and Video Editing</td>
<td>3</td>
</tr>
<tr>
<td>BCST 2113</td>
<td>News Feature Production</td>
<td>3</td>
</tr>
<tr>
<td>BCST 2203</td>
<td>Advanced Television Production</td>
<td>3</td>
</tr>
<tr>
<td>BCST 2213</td>
<td>Non-Linear Editing</td>
<td>3</td>
</tr>
<tr>
<td>BCST 2293</td>
<td>Field Production Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Related Technical or Support Areas**

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 1133</td>
<td>Introduction to Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>MULT 1613</td>
<td>Computer Illustration</td>
<td>3</td>
</tr>
<tr>
<td>BCST 2193</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>JOUR 1113</td>
<td>Beginning Photography</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 33**
## ROSE STATE COLLEGE
### CERTIFICATE IN CYBER SECURITY

<table>
<thead>
<tr>
<th>Technical Specialty</th>
<th>24 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 2513 Secure E-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2523 Enterprise Security Management</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2543 Information Systems Assurance</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2553 Computer and Network Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2563 Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2573 Secure System Administration/Certification</td>
<td>3</td>
</tr>
</tbody>
</table>

Two of the following electives:
- CIT 2243 Unix/Linux | 3
- CIT 2053 Network Administration 1 | 3
- CIT 2343 Introduction to Routing | 3
- CIT 2533 CyberLaw | 3
- CIT 2323 Network Security | 3
- CIT 1293 Oracle | 3
- CIT 2093 SOL | 3
- WEB 2403 Web Security | 3

<table>
<thead>
<tr>
<th>Related Technical or Support Areas</th>
<th>6 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 1613 Introduction to JAVA Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2613 Advanced JAVA Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 30**
AGENDA ITEM #7:

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:

The University of Oklahoma (OU) requests authorization to delete the Bachelor of Science in Mathematics (153).

Oklahoma State University (OSU) requests authorization to delete the Bachelor of Science in Business Administration (001), Bachelor of Science in Speech (190), Master of Arts in Speech (191), and Bachelor of Arts in Speech (259).

Northeastern State University (NSU) requests authorization to delete the Bachelor of Arts in Education in Music – Combined Instrumental/Vocal (061) and the Bachelor of Science in Physics (066).

Southwestern Oklahoma State University (SWOSU) requests authorization to delete the Bachelor of Science in Pre-Pharmacy (041).

Rose State College (Rose) requests authorization to delete the Associate in Arts in International Studies (117).

POLICY ISSUES:

These actions are consistent with the State Regents’ “Policy Statement on Program Approval” and “Policy Statement on Program Review.”

ANALYSIS:

OU requests deletion of the Bachelor of Science in Mathematics (153). OU indicates the program is unnecessary as a result of modifications to complementary programs. Twenty-eight students remain in the program and will graduate in 2006. No courses will be deleted and no funds are available for reallocation.

OSU requests deletion of the Bachelor of Science in Business Administration (001), Bachelor of Science in Speech (190), Masters of Art in Speech, (191), and Bachelor of Arts in Speech (259). The College of Business is reclassifying options under this degree as independent programs (see Program Modification item). No courses will be added or deleted and no funds are available for reallocation.

OSU indicates the three programs in Speech have declined in faculty and majors necessary to maintain a quality, free-standing program in speech communication. A communication emphasis and minor was added.
to the Bachelor of Arts in Psychology. No students remain in the programs. Fifteen courses will be deleted and the Psychology Department has assumed responsibility for the remaining speech faculty and courses.

NSU requests deletion of the Bachelor of Arts in Education in Music (BME) – Combined Instrumental/Vocal (061) and the Bachelor of Science in Physics (066). NSU indicates low productivity of both programs with the BME Combined Instrumental/Vocal (061) only graduating ten students and the Bachelor of Science in Physics only graduating four students in the past five years. A degree in instrumental music and piano/vocal will still be available. No students remain in the BME program, no courses will be deleted and no funds are available for reallocation. A Bachelor of Science in Engineering Physics will still be available. The last two students in the program graduated in May 2004. Six courses and one physics faculty position will be deleted. Remaining faculty will be reassigned to general physical sciences and engineering physics.

SWOSU requests deletion of the Bachelor of Science in Pre-Pharmacy (041). SWOSU indicates that with the change in the field to the Doctor of Pharmacy (Pharm. D.), the sequence of major courses formerly used for this degree are now prerequisites for the Pharm D. rather than an independent degree program with a clear objective. No students remain in the program and no courses will be deleted. No funds will be available for reallocation.

Rose requests deletion of the Associate in Arts in International Studies (117). Rose indicates low student enrollment in the past five years with no graduates. The eight remaining students will be transferred to a new option in political science. No courses will be deleted and no funds are available for reallocation.
AGENDA ITEM #8:

Electronic Media.

SUBJECT: Approval of requests for continuing authorization to offer degree programs via electronic delivery and extension of “best practices” review schedules for existing programs.

RECOMMENDATION:

It is recommended that the State Regents accept the “best practices” reviews and grant continuing approval to the University of Oklahoma Health Sciences Center (OUHSC) and Tulsa Community College (TCC) to offer degree programs via electronic media, as detailed below. It is further recommended that the State Regents approve extension of the “best practices” review schedules for existing programs at Southwestern Oklahoma State University (SWOSU), Oklahoma Panhandle State University (OPSU), and Redlands Community College (RCC), as detailed below.

BACKGROUND:

At the December 7, 2001 and May 24, 2002 meetings, respectively, the State Regents granted provisional approval to OUHSC to offer the Master of Science in Rehabilitation Sciences and Bachelor of Science in Dental Hygiene. Continuing approval of the electronic offerings was contingent upon OUHSC completing a “best practices” review prior to January 1, 2004. The report was received January 14, 2004.

At the September 14, 2001 meeting, the State Regents granted provisional approval to TCC to offer the Associate in Applied Science and Certificate in Transportation Management via electronic media. At the December 4, 2003 meeting, the State Regents approved TCC’s request to extend the “best practices” review schedule for these degree programs, with continuing approval of the electronic offerings contingent upon TCC completing a “best practices” review prior to July 1, 2004. The report was received May 17, 2004.

At the May 24, 2002 meeting, the State Regents granted provisional approval to SWOSU to offer the Bachelor of Business Administration via electronic media. Continuing approval of the electronic offering was contingent upon SWOSU completing a “best practices” review prior to January 1, 2004. The report was received December 19, 2003.

At the June 30, 2000 meeting, the State Regents granted provisional approval to OPSU to offer the Bachelor of Science in Nursing (BSN) via electronic media with the stipulation that continuation of the electronic offering beyond spring 2003 would depend upon the successful completion of a “best practices” review prior to December 15, 2002. At the February 21, 2003 meeting, the State Regents approved OPSU’s request to extend the review schedule for the BSN to December 15, 2003. At the February 13, 2004 meeting, the State Regents approved OPSU’s request to further extend the BSN review schedule, with the best practice review due by March 1, 2004. The report was received February 26, 2004.
At the May 24, 2002 meeting, the State Regents granted provisional approval to RCC to offer the Associate in Arts in Family Studies and Child Development via electronic media. Continuing approval of the electronic offering was contingent upon RCC completing a “best practices” review prior to January 1, 2004. The report was received December 22, 2003.

POLICY ISSUES:

These actions are consistent with the State Regents’ “Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs.” The Electronic Media Policy requires institutions to complete a “best practices” review for electronically-delivered programs in order to receive final approval. Consistent with revisions approved at the State Regents’ May 30, 2003 meeting, once an institution has successfully completed a best practice review and received final approval of an electronic delivery program, additional existing programs may be considered for electronic delivery without completing the “best practices” process.

ANALYSIS:

“Best Practices” Reviews

University of Oklahoma Health Sciences Center. The best practice reviews for the Master of Science in Rehabilitation Sciences and the Bachelor of Science in Dental Hygiene were structured using the organizational framework of the Best Practices for Electronically Offered Degree and Certificate Programs, a document developed and endorsed by the eight regional accrediting bodies. Each program’s review included a comprehensive study of the students and faculty associated with the programs, and recommendations and conclusions based on the study results.

The Master of Science in Rehabilitation Sciences was the first fully online degree program approved for offering through OUHSC. Seven institutions from across the country were identified as best practice sites and were studied as a part of the review. One of the strengths of the program is its extensive advisory structures involving faculty and staff. These include college-wide task forces for academic and technical issues, a distance education roundtable, and regular meetings of faculty involved in teaching online courses. Results of evaluations and assessments of the program and related services have been very positive. Areas identified for improvement are expanded student services for online students.

The Bachelor of Science in Dental Hygiene is a two-plus-two degree program, with OUHSC offering the last two years. The distance learning program is offered in partnership with the Tri-County Technology Center (TCTC) in Bartlesville. TCTC has provided resources for the distance learning classrooms, clinical laboratories, and faculty positions. Course offerings from OUHSC are offered using interactive video and the Internet via OneNet. The program offerings using electronic media were approved by the American Dental Association Commission on Dental Accreditation in fall 2003, which also cited the program with two commendations. The best practice review, which identified eight best practice institutions for inclusion in the study, showed that the program is well-organized and demonstrates how partnering among organizations can be an effective way to meet community needs. Areas of improvement include faculty development and training, formation of online assessments, and increased student-faculty interaction.

Tulsa Community College. Requirements for the best practice review for the Associate in Applied Science and Certificate in Transportation Management were met through an extensive process that culminated in a focus visit by a team from the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). TCC’s focus visit was related to a request for a change in
affiliation status through the NCA, authorizing TCC to offer programs using distance education. Preparation of the report for NCA (completed in November 2003) was organized around the NCA’s guidelines for effective distance learning course development and delivery. The visiting team’s report was forwarded to TCC on April 19, 2004, and recommended approval of the institution’s request to the commission.

Strengths identified through the report development process included excellent faculty involvement, ownership of the offerings, and strong administrative support. A comprehensive system of student support services is offered to distance learners, including registration, bookstore services, financial aid, career advisement, library resources, and a virtual advisor. Courses are developed through a rigorous RFP process involving faculty from across the institution. Faculty training and professional development is provided through The Eighth Floor, a collaborative effort with the Tulsa Technology Center. An area where improvements are underway is in the provision of proctored online testing.

Based on staff analysis of the “best practices” review reports, these programs meet the criteria for continuing approval as outlined in the State Regents’ Electronic Media Policy. Continued authorization of the electronic offerings at OUHSC and TCC is recommended. Consistent with the revised Electronic Media Policy, best practice reviews for the following programs, which are also provisionally approved for electronic delivery, will not be required.

OUHSC
- Bachelor of Science in Radiation Sciences
- Certificate in Public Health

TCC
- Associate in Arts in Liberal Arts
- Associate in Applied Science in Child Development and Family Relations
- Certificate in Child Development
- Associate in Science in Child Development and Family Relations
- Associate in Applied Science in Technology
- Associate in Applied Science in Telecommunications Management
- Associate in Science in Marketing
- Associate in Science in Business Administration
- Associate in Applied Science in Business
- Certificate in Business
- Certificate in Computer Information Systems;
- Certificate in Marketing;
- Associate in Arts in Communications;
- Associate in Arts in International Studies; and
- Associate in Science in Health and Human Performance

TCC has also submitted a request to offer the following programs via electronic media:

- Certificate in Computer Information Systems;
- Certificate in Marketing;
- Associate in Arts in Communications;
- Associate in Arts in International Studies; and
- Associate in Science in Health and Human Performance

As noted above, upon successful completion of a “best practices” review, TCC is authorized to offer additional existing programs via electronic media without repeating the best practice review process. With State Regents’ acceptance of this report, TCC’s request to offer these programs via electronic media will be approved. Continuation of the electronic delivery will be contingent upon these programs meeting any stipulations established by TCC and approved by the State Regents at the programs’ inception.
Extension of “Best Practices” Review Schedules

As previously mentioned, SWOSU, OPSU, and RCC submitted the required “best practices” reviews for the business administration, nursing, and family relations/child development programs, respectively. However, institutional officials requested additional time to compile supplemental information, which will be submitted prior to the fall semester. Extension of the review schedules is requested, with continued authorization of these electronic offerings slated for consideration at the State Regents’ September 9 meeting.
AGENDA ITEM #9:

Intensive English Program Review.

SUBJECT: Accreditation.

RECOMMENDATION:

It is recommended that the State Regents accredit the International Language Center (ILC) for one year.

BACKGROUND:

Approving English language centers has been part of the State Regents’ “Policy Statement on Admission of Students for Whom English is a Second Language” since 1980. Beginning with the 1995 review, out-of-state evaluators with expertise in directing English as a Second Language (ESL) programs have been hired to conduct the reviews.

In fall 1996, an English Language Institute committee was convened to work with State Regents’ staff to revise the policy to include standards for the centers and an approval process. This committee consisted of representatives from proprietary and institutionally-based English language centers. The State Regents approved this policy in April 1997.

The approval process includes a self-study report and an external evaluation team visit. The evaluation team prepares a report of findings on each standard and recommends one of the following: (1) approval without qualification with reexamination in five years; (2) provisional approval with reexamination in one, two, or three years; or (3) deny approval. The evaluators compare the self-study to the standards outlined in the policy and verify the information in the self-study with observations from the on-site visit, providing a written report with recommendations. The center’s staff has the opportunity to provide a written response to the evaluators’ report.

POLICY ISSUES:

According to the State Regents’ “Policy Statement on Admission to, Retention in, and Transfer among Colleges and Universities of the State System,” students for whom English is a second language must demonstrate English proficiency following standards described in the “Policy Statement on Admission of Students for Whom English is a Second Language.” Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (6.0 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an intensive English program approved by the State Regents prior to admission.

Intensive English programs (IEP) are evaluated on criteria for the language program, administration, faculty, student services, finances, and physical facilities. Embedded in these broad categories are standards for the
curriculum, recruitment, assessment and contact hours of the program, standards for the faculty and administrators of the program, and standards for advising and orientation services offered to students in the program.

ANALYSIS:

As required by policy, a team of out-of-state evaluators reviewed the ILC on the campus of Tulsa Community College April 26-27, 2004. This center’s IEP was previously reviewed in 1999 and received five-year approval. A summary of the two-person evaluation team’s credentials is provided, and an outline of the IEP’s recommendation follows.

- Dr. Kathleen Romstedt (Team Chair), Associate Director of the American Language Program at Ohio State University in Columbus, Ohio.
  **Credentials:** Doctoral degree in Foreign and Second Language Education (Ohio State University), Master of Arts in Foreign Language Education (Teaching English as a Second Language) (University of Kansas), Bachelor of Arts in Spanish Language and Culture (University of Kansas), and Bachelor of Science in Education in Foreign Language Education (University of Kansas).

- Ms. Carol Qazi, Director, Institute for International Studies and International Student Center, Mission College, Santa Clara, California.
  **Credentials:** Master of Arts in English as a Second Language (Arizona State University) and Bachelor of Arts in History (Northern Illinois University, DeKalb, Illinois).

**International Language Center (ILC) at Tulsa Community College, Tulsa, Oklahoma**

<table>
<thead>
<tr>
<th>Date of Visit:</th>
<th>April 26-27, 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluators’ Recommendation:</td>
<td>Provisional approval with reexamination in one year.</td>
</tr>
<tr>
<td>Summary of Evaluators’ Report:</td>
<td>The program meets the State Regents’ standards in the areas of admission, contact hours, administration, policy description, record-keeping, professional development, student services, orientation, extra curricular activities, finance, and physical facilities. The program does not meet the standards in the areas of mission statement, promotion, recruitment, curriculum, assessment, class levels, degree levels of faculty, and faculty responsibilities. The team recommended the following:</td>
</tr>
<tr>
<td></td>
<td>• The administration must make a strategic decision on the direction of the program, whether it should be an IEP for international students or an ESL program to serve community needs. If the decision is made to continue offering an IEP for international students, then there should be an immediate and aggressive effort made to recruit such students.</td>
</tr>
<tr>
<td></td>
<td>• Release the program coordinator from his teaching burden so that he may focus his energy on curriculum development, classroom observation, teacher supervision, materials selection and development, etc.</td>
</tr>
<tr>
<td></td>
<td>• Immediately hire a paraprofessional to handle the routine duties of correspondence, lab management, etc. In the absence of a paraprofessional, all related duties fall to the program coordinator, who in addition to coordinating the program teaches a 60 percent load.</td>
</tr>
<tr>
<td></td>
<td>• Contact State Regents’ staff to locate a consultant to assist in the development of a strategic plan for the program, including curriculum, assessment and placement, teacher supervision, and materials selection.</td>
</tr>
<tr>
<td><strong>International Language Center (ILC) at Tulsa Community College, Tulsa, Oklahoma</strong></td>
<td></td>
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<tr>
<td>• Develop a time line for meeting the other recommendations included in the full report.</td>
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</tbody>
</table>

**Center’s Staff Objection:**

ILC staff submitted factual corrections and comments which have been noted.

State Regents’ staff concur with the team’s recommendation.
AGENDA ITEM #10:

Technical-Occupational Program Review.

SUBJECT: Western Oklahoma State College (WOSC), Cameron University (CU), Murray State College (MSC), and Seminole State College (SSC). Consideration of evaluation team recommendations.

RECOMMENDATION:

It is recommended that the State Regents approve the evaluation team recommendations for the technical-occupational programs and certificates described below.

BACKGROUND:

Since 1976, the State Regents have required technical-occupational Associate in Applied Science (AAS) degree and certificate programs to be evaluated on a five-year cycle as authorized by the U.S. Department of Education. State Regents’ policy requires institutions to submit self-study reports by January 1 of the year the programs are evaluated. Teams composed of external evaluators review materials and participate in an on-site visit to evaluate the programs and verify the self-study reports. A team chairman is selected to prepare the team report. Institutions have an opportunity to review the team report and make factual corrections before the report is finalized.

The Oklahoma State System of Higher Education offers 250 AAS degree programs at 18 institutions (two technical branches, three urban and nine rural community colleges, and four baccalaureate degree-granting institutions functioned to offer technical-occupational programs). These degree programs enroll about 18,000 students and graduate approximately 2,500 students each year.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement of Criteria and Procedures for Evaluating Technical-Occupational Degree and Certificate Programs.” As required by this policy, an external team of qualified consultants evaluates technical-occupational programs and makes one of three recommendations for each program: 1) unqualified continuation - five years; 2) qualified continuation - one to four years; or 3) discontinuation. In the event of adverse action, the president of the institution may request an appeal of the action. The State Regents would schedule a hearing and a final determination would be made based upon the evaluation report and the evidence presented by the institution at the appeal hearing. If an institutional appeal is denied, the institution may submit a request for a new evaluation one year after the appeal is denied.
ANALYSIS:

External evaluation teams visited WOSC on April 5-6, CU on April 7-8, MSC on April 13-14, and SSC on April 15-16. The following materials were reviewed by the team:

- self-study reports;
- accreditation reports;
- policy manuals;
- catalogs and class schedules; and
- related State Regents’ policies.

The teams conducted interviews with institutional representatives including:

- presidents;
- chief academic officers;
- administrative staff;
- department chairpersons;
- faculty;
- advisory committee members;
- graduates; and
- students.

A brief summary of the teams’ recommendations is provided below. Institutional presidents reviewed the teams’ reports and recommendations. As specified in policy, only factual corrections were submitted. Attachment A lists the institution, the dates of the evaluation visit, the evaluation team, programs and certificates reviewed, the team recommendation, and the year of the next technical-occupational program review. The external teams’ evaluation reports are available upon request.

WESTERN OKLAHOMA STATE COLLEGE

The evaluation team made recommendations for nine degree programs and one certificate program as summarized below:

All nine associate in applied science degree programs and the one certificate program were recommended for unqualified continuation (five years).

Among the general observations and recommendations noted by the team were the following:

- The team observed safe, clean, well-maintained facilities with an excellent faculty;
- The students perceive the college as a warm, friendly, and safe place where instructors and administrators are easily accessible, caring, and compassionate concerning their area of responsibility;
- During a time of budget challenges and constraints, the faculty and deans perceive their environment to be supportive and encouraging. The administration is held in high esteem and trust;
- Faculty embraced the value of assessment and are in the process of and/or had created models for course, program, and institutional assessment to take place. Where the assessment activities had been used in early semester, there was documented proof that the learnings from the assessment are being incorporated into the courses and programs;
- The updating and the integrity of the cooperative agreements presents a wonderful educational opportunity for local students; and
- The team would encourage the college to consider adding a student testing center and placement office in the college’s student support services.
CAMERON UNIVERSITY

The evaluation team made recommendations for five programs as summarized below:

All five associate in applied science degree programs were recommended for unqualified continuation (five years).

Among the general observations and recommendations noted by the team were the following:

- The general appearance of the campus indicates a pride the students, faculty, staff, and community have in CU;
- CU has established and is using an excellent system of program evaluation with developed competency based program objectives. The Program Quality Improvement Report is utilized to gather specific data in order to improve course and programmatic offerings;
- Faculties are well qualified, possessing applicable work experience and solid academic credentials appropriate to the program area they teach;
- Faculties are accessible and responsive to the student needs in a collegial and personal manner. Small class sizes assist in creating this caring atmosphere;
- Program laboratories are well equipped with appropriate state-of-the-art software and hardware, although in some cases space is at a premium;
- Committed advisory committees are utilized in assisting program faculty to identify industry trends and assist in proposing and evaluating course and program changes;
- A comprehensive evening program for part-time students who desire to obtain a technical degree is not currently in place. There are some support services available in the evening that need to be enhanced or at least publicized to students and the community;
- A placement system of assisting students secure work upon graduation with placement follow-up procedures is not in place. Perhaps this function could be centralized in the career services area and tied to the assessment function;
- Concern has been expressed regarding proposed revised faculty qualifications for tenure and promotional opportunities as they relate to faculty teaching in the School of Science and Technology; and
- It is recommended that CU continue to develop its considerable entrepreneurial spirit in order to maximize and enhance educational opportunities through business and industry liaisons, foundation building, partnerships, and collaborations.

MURRAY STATE COLLEGE

The evaluation team made recommendations for four degree programs and two certificate programs as summarized below:

All four associate in applied science degree programs and two certificate programs were recommended for unqualified continuation (five years).

Among the general observations and recommendations noted by the team were the following:

- Faculty exhibit a total commitment to student learning, quality instruction, and rigor that exemplifies integrity in the classroom;
- Students reflect a friendly learning environment and feel college personnel care about their success;
- The college should develop a comprehensive strategy to clearly define institution assessment, clarify specific functions and responsibilities of each area within the college, and be able to demonstrate evidence that results are used to improve MSC;
- The college should review its strategic plan, determine if it is adequately inclusive of all functions of MSC, and implement procedures that collect, analyze, and interpret data, and use the functions of
institutional research to provide optimum results for growth and link it to the budget process for fiscal stability;

- The college should implement an effective process that measures employer satisfaction with MSC graduates and implement a proactive program that clearly identifies employment opportunities for MSC students and graduates; and
- A representative from the Oklahoma State Regents for Higher Education should visit MSC to determine progress being made toward accomplishing these recommendations no later than December 15, 2005.

**SEMINOLE STATE COLLEGE**

The evaluation team made recommendations for two programs as summarized below:

Both associate in applied science degree programs were recommended for unqualified continuation (five years).

Among the general observations and recommendations noted by the team were the following:

- The faculty at SSC consistently exhibit a confirmation of their near unconditional commitment to student success by working hours far beyond what they are scheduled and they maintain an environment that is student-friendly while at the same time supporting quality, integrity, and rigor;
- SSC has proactive advisory committees and has effectively utilized their expertise to assure relevant curricula and substantive exchange for student training and employment;
- The college should implement an honors program to accommodate those students who demonstrate a higher level of critical thinking, and an aptitude for high achievement;
- SSC should develop scheduling in cooperative programs that minimizes the integration of secondary and post-secondary students in order to eliminate impediments for faster learning of adult students and discipline concerns that may be disruptive for mature learners;
- SSC should make job placement, student employment, and assessing employer satisfaction a high priority for the 2004-05 academic year;
- The college should implement a substantive process for graduate follow-up and show evidence where results are used to improve SSC;
- The college should develop an effective process for implementing academic advising by all full-time faculty and measure the effect on retention and attrition;
- SSC should review the criteria used to award college credit for work experience to assure students have mastered the basic skills required for on-the-job advancement; and
- The college should use student success stories that display examples of how succeeding at SSC is within the grasp of all who wish to take advantage of its offerings.

Attachments
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<tbody>
<tr>
<td>Dr. Thomas L. Stuckey (Team Chair) Executive Vice President Northwest State Community College Archibold, Ohio</td>
<td>• Associate in Applied Science (AAS) in Applied Technology (015) • AAS in Aviation (003) • AAS in Child Development (010) • AAS in Criminal Justice (025) • AAS in Computer Information Specialist (044) • AAS in PC Hardware/Networking Spec (059) • AAS in Office Systems Technology (049) • AAS in Emergency Medical Technician (057) • AAS in Fire Technology (058) • Certificate in Child Development Assistant (053)</td>
<td>• None</td>
<td>• None</td>
<td>• None</td>
<td>• None</td>
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<tr>
<td>Dr. John McGrath Past President Stark State College of Technology Canton, Ohio</td>
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CAMERON UNIVERSITY  
Technical Occupational Program Review  
Evaluation Visit: April 7-8, 2004

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<tr>
<td>Dr. John McGrath (Team Chair)</td>
<td>• AAS in Multimedia Design (510)</td>
<td>• None</td>
<td>• None</td>
<td>• None</td>
<td>• None</td>
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<tr>
<td>Past President Stark State College of Technology</td>
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<td>Canton, Ohio</td>
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<tr>
<td>Dr. Thomas L. Stuckey</td>
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<tr>
<td>Executive Vice President</td>
<td>• AAS in Computer Information Systems (520)</td>
<td>• None</td>
<td>• None</td>
<td>• None</td>
<td>• None</td>
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<tr>
<td>Northwest State Community College Archibald, Ohio</td>
<td>• AAS in CAD Drafting (530)</td>
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<td></td>
<td>• AAS in Telecommunications Electronics (540)</td>
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<td></td>
<td>• AAS in Criminal Justice (550)</td>
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|-----------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|--------------------------------|
| Dr. Larry F. Cline (Team Chair) Campus Dean Superstition Mountain Campus Central Arizona College Apache Junction, Arizona | • AAS in Business Management (022)  
• AAS in Child Development (041)  
• AAS in Gunsmithing (042)  
• AAS in Computer Information Systems (045)  
• Certificate in Secretarial/Office Administration (047)  
• Certificate in Gunsmithing (050) | • None | • None | • None | • None |
| Dr. Richard L. Behrendt President Sauk Valley Community College Dixon, Illinois | | | | | |
# SEMINOLE STATE COLLEGE
## Technical Occupational Program Review
### Evaluation Visit: April 15-16, 2004

|-----------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-----------------------------|
| Dr. Larry F. Cline (Team Chair)  
Superstition Mountain Campus  
Central Arizona College  
Apache Junction, Arizona | • AAS in Business and Information Systems (114)  
• AAS in Applied Technology (120) | • None | • None | • None | • None |
| Dr. Richard L. Behrendt  
President  
Sauk Valley Community College  
Dixon, Illinois | | | | | |

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AGENDA ITEM #11:

Oklahoma Tuition Equalization Grant Program.

SUBJECT: Allocation of Funds to Institutions

RECOMMENDATION:

It is recommended that the State Regents approve a plan for allocating Oklahoma Tuition Equalization Grant (OTEG) funds to qualified independent colleges and universities for awarding to eligible students in 2004-05.

BACKGROUND:

With the passage of SB 520 in 2003, the Oklahoma Legislature created the Oklahoma Tuition Equalization Grant (OTEG) program. The program provides grants in the amount of $2,000 per year to full-time undergraduate students who are Oklahoma residents attending qualified independent colleges and universities in Oklahoma. To be eligible, a student’s family income must be $50,000 or less. The program provides awards for up to five years after a student’s first semester of postsecondary enrollment, not to exceed the requirements for completion of a baccalaureate program.

No funding for the program was provided in 2003-04. However, the 2004 Oklahoma Legislature specified funding in the amount of $1 million for the OTEG program in the 2004-05 year.

POLICY ISSUES:

This action is consistent with state statutes that authorize the State Regents to implement policies and procedures for the administration of the OTEG program and to award grants to qualified students.

The statutes specify that if funds are not available to award all eligible students, awards should be made on the basis of need and should take into consideration other grants and scholarships received by the eligible applicant.

ANALYSIS:

It is recommended that 95% ($950,000) of the available OTEG funds be allocated according to a participating institution’s percentage of the total number of eligible students attending all participating institutions statewide. A reserve fund equal to 5% of the total allocation is recommended to address students transferring among institutions between the fall and spring semester.
For 2004-05, it is estimated that the $1 million may only fund 25%-40% of all eligible students (which will be limited to students that were first-time freshmen in fall 2003 or will be first-time freshmen in fall 2004). In this situation, the statutes call for the grants to be awarded on the basis of financial need.

Following are the specifics of the recommendation:

- $950,000 will be allocated for distribution among participating institutions based upon the actual number of students enrolled at the institution in fall 2003 that met the eligibility criteria (Oklahoma resident; $50,000 income limit; full-time undergraduate). The institutions will provide a list of the names of students that met the eligibility criteria in the fall 2003 semester. Regents’ staff will use federal financial aid application data to verify a sample of these students for income eligibility.

- $50,000 will be reserved for eligible students transferring between participating institutions at mid-year. Any unused funds will be carried forward for use in subsequent years.

- After being notified of their allocation amounts, institutions will identify eligible students who have the highest unmet financial need and will submit award recommendations equal to the amount of their allocation to the State Regents’ office for payment. Awarded students will receive one-half ($1,000) of their annual grant per semester. [In future years, students who have received the grant previously will have the highest priority for awards in the case of insufficient funding.]

- State Regents’ staff will also perform quality assurance checks against federal financial aid application data on the students submitted for award by the institutions to ensure that the awards are directed to students who meet the program’s family income requirements.
AGENDA ITEM #12:

Temporary Assistance to Need Families (TANF).

SUBJECT: Allocation of funds to Oklahoma two-year colleges participating in the Temporary Assistance to Needy Families (TANF) Program

RECOMMENDATION:

It is recommended that the State Regents approve the proposed two-year college TANF program budgets set forth herein pursuant to the attached contract modification between the Department of Human Services and the Oklahoma State Regents for Higher Education as well as the contract modification increasing the contract amount to $3,150,000 dollars.

BACKGROUND:

Since 1997, each of the State System’s fifteen two-year colleges have put in place short-term training programs tailored for recipients of Temporary Assistance to Needy Families (TANF) from funds provided through contracts between the Department of Human Services (DHS) and the State Regents. In addition, four of the State System two-year colleges offer job-training programs in more than one location--Carl Albert State College -Poteau and Sallisaw; Connors State College – Muskogee and Tahlequah; Eastern Oklahoma State College – McAlester and Idabel; Murray State College– Tishomingo, Ardmore and Atoka.

POLICY ISSUES:

This action is consistent with the State Regents commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies.

ANALYSIS:

At their May 25, 2001 meeting, the State Regents approved the FY02 contract in the amount of $3.3 million dollars, for purposes of continuing the two-year college TANF programs on a statewide basis. The contract contained a renewal clause extending the contract on an annual basis for three consecutive years (from July 1, 2002 through June 30, 2005) at the same level of funding. An addendum to the contract for an additional $100,000, dated July 29, 2002 increased the contract amount to $3.4 million dollars.

In April 2003, DHS advised staff that due to budget constraints the contract with the State Regents could possibly be reduced by $500,000. A contract modification dated December 16, 2003 reduced the contract amount to $2.9 million dollars. DHS has agreed to increase the contract amount to $3.150 million dollars for FY05. The contract modification is attached.

After a review of the two-year college TANF program continuation applications by DHS and State Regents’ staff, the following proposed amounts are recommended for funding for FY05.
<table>
<thead>
<tr>
<th>College</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Carl Albert</td>
<td>185,193</td>
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<tr>
<td>Connors*</td>
<td>146,367</td>
</tr>
<tr>
<td>Eastern</td>
<td>194,947</td>
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<tr>
<td>Murray</td>
<td>295,940</td>
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<tr>
<td>NEO</td>
<td>178,500</td>
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<td>Northern</td>
<td>191,219</td>
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<td>OCCC</td>
<td>258,862</td>
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<td>OSU-OKC</td>
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<td>OSU-Okmulgee</td>
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<tr>
<td>Redlands</td>
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<tr>
<td>Rogers</td>
<td>165,404</td>
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<tr>
<td>Rose</td>
<td>182,750</td>
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<tr>
<td>Seminole</td>
<td>197,370</td>
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<tr>
<td>TCC</td>
<td>172,547</td>
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<tr>
<td>Western*</td>
<td>123,250</td>
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</table>

* joint program with area technology center
I. PURPOSE:

The Oklahoma Department of Human Services (hereinafter “DHS”) and the Oklahoma State Regents for Higher Education (hereinafter “OSRHE”) hereby mutually agree to amend the FY 2005 contract, Agency Requisition #0400373, PO # 0000373.

The purpose of this amendment is to cite a change in Part II, Financial Commitment, number 1, to increase the amount of Block grant funding by $250,000.00. The amount of the Block grant Funding will be $3,150,000. This amount is effective July 1, 2005.

This amendment also is to cite a change in Part II, Financial Commitment, number 1, to read: Administration fees in the amount, up to $100,000.00 may be used to meet the terms and conditions of the contract related to the monitoring and oversight of this contract

Number 2 of the agreement will now read: The OSRHE and/or two year colleges will provide 20% of non federal funds to match Block Grant funds up to $3,150,000.

TANF funds or TANF recipients cannot be used for promotional or programmatic publications, either in written, oral, pictures, or video form by OSRHE or two-year colleges without prior knowledge and permission of OKDHS.

All terms, conditions, and provisions of the contract shall remain in full force and effect except as modified by this amendment.

___________________________________ _________________________________
Howard H. Hendrick, Director Paul G Risser, Chancellor
Department of Human Services Oklahoma State Regents for Higher
Education

____________________   _____________________
Date       Date
AGENDA ITEM #13-a:

Scholars for Excellence in Child Care.

SUBJECT: Scholars for Excellence in Child Care Contracts

RECOMMENDATION:

It is recommended that the State Regents approve (1) the Scholars for Excellence in Child Care program contract in the amount of $1,440,359 dollars and (2) the Scholars for Excellence in Child Care Scholarship contract in the amount of $1,281,346 dollars.

BACKGROUND:

Since June 2000, in an effort to improve the quality of care children receive in licensed child care facilities, increase teacher educational levels, compensation, and improve retention, the Department of Human Services (DHS) has entered into a contract with the State Regents. The annual contract allows two-year colleges to, among other things, offer specialized academic and support programs and to recruit licensed child care providers as a way to encourage child care professionals to further their education in the field of early childhood/child development.

Given the success of the Scholars program and DHS’s desire to continue to improve the quality of services available to child care staff, the Director of DHS asked the Chancellor to broaden the State Regents current scholarship offerings by assuming responsibility for administering and managing the TEACH scholarship program in conjunction with the Scholars program.

POLICY ISSUES:

This action is consistent with the State Regents’ commitment to the enhancement of educational opportunities, as well as encourage coordination/cooperation between State Regents, system institutions, and other state agencies.

ANALYSIS:

The performance-based contracts with the Department of Human Services, in coordination with the State System two-year colleges, are guided by four major goals. These goals included: (1) improve center/home quality as it relates the Division of Child Care’s “Reaching for the Stars” criteria, (2) increase the educational competencies and provide a career path for teachers in licensed child care facilities, (3) increase compensation levels for teachers in child care facilities based on increased levels of education, and (4) increase retention rates of teachers employed in licensed child care facilities.

There is evidence that meaningful progress is being made. Oklahoma has led the nation in developing a program linking its child care licensing standards and quality criteria with state reimbursement payments. Called “Reaching for the Stars”, the program attempts to improve the quality of child care by building teacher
competence, to inform parents of the quality of programs, and to create more slots for subsidized child care by raising the reimbursement rate to facilities. DHS rates each child care facilities from a one-star (minimum requirements) up to a three-star (highest standards) according to the number of quality criteria each facility meets. As of December 2003, there were 1,254 one-star plus facilities (up from 68 in September 2000); there were 1,426 two-star facilities (up from 237 in September 2000); and, 122 three-star facilities (up from 33 in September 2000).

Regarding academic progress, over 2,400 child care teachers/directors have been successfully recruited and supported through the Scholar’s program since its inception in September 2000. Through December 2003, 233 child care teachers/directors have obtained a Child Development Associate (CDA), a nationally recognized credential. Another 799 teachers/directors have earned a certificate of mastery, and 221 teachers/directors have obtained an associate degree through the Scholars program initiative.

Concerning compensation, the Rewarding Education with Wages and Respect for Dedication (REWARD) salary supplement program administered through DHS, pays child care providers an annual amount ranging from $200 - $2,000 annually based on levels of educational attainment. Child care providers participating in the REWARD program have increased from 626 in November of 2001 to 1,939 receiving salary supplements in March 2004. Additionally, the turnover in the child care industry has shown a significant decrease – from 36.5% based on a 1999 survey to 12% in 2003.

It is recommended that the State Regents approve the attached contracts to enable State System two-year colleges to continue the Scholars for Excellence in Child Care program, and allow State Regents’ staff to administer the scholarship associated with the said program, in the amounts of $1,440,359 and $1,281,346 respectively. A copy of the contracts setting forth the terms and responsibilities are attached.

Note: Contract attachments are on file in the State Regents’ office.
This agreement is entered into the 7th day of June, 2004, by the Oklahoma Department of Human Services (DHS) Division of Child Care (DCC) and the Oklahoma State Regents for Higher Education (OSRHE), P. O. Box 108850, Oklahoma City, OK 73101; hereby offers and agrees to administer the Scholars for Excellence in Child Care, a comprehensive scholarship program for eligible child care providers attending two year colleges and technology centers pursuing education toward a Child Development Associate (CDA) credential, Certificate of Mastery, and/or an associate of arts or science in early childhood education or child development.

**Contract Allowable Cost and Payment schedule**

For and in consideration of the performance of this contract by OSRHE, the DHS agrees to pay an amount not to exceed $1,281,346.00 (One Million Two-Hundred Eighty One Thousand Three-Hundred Forty-Six Dollars) for services agreed upon herein (Budget Attachment A). Payments will be made in accordance with written authorization by the DHS on a monthly basis (or upon receipt of properly completed invoices.) OSRHE shall be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 5% must have prior written approval from the DHS.

**Contract Term**

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-04 and ending 6-30-05.

**OSRHE Responsibilities**

A. Maintain the SECC scholarship program as outlined in Attachment B.

B. Employ staff to administer the scholarship program with qualifications agreed upon by DCC.

C. Process scholarship applications within two weeks of receipt.

D. All employees must meet the responsibilities listed in the current job descriptions as well as any other responsibilities deemed by the OSRHE special programs coordinator.

E. Maintain program records to include statistical records. On a semester and annual basis, the Contractor shall submit reports detailing services and expected outcomes. Contents of the report to be specified by the DCC.
F. DCC will have the right of approval of any staff hired during the contract term.

G. Update the SECC website within 30 days of significant program changes.

H. Assure accountability measures through the SECC program’s database at each institution to determine the project’s success. In addition, information will be evaluated to determine any needed program adjustments.

I. Conduct site visits to the participating College’s campuses on an annual basis, or more frequently as needed, for the purpose of monitoring of program goals, purposes, objectives and fiscal compliance to assure adherence to the approved program.

J. Add the SECC scholarship program to the OSRHE website by 10-1-04.

Billing Procedures

Payments will be made in accordance with written authorization by the DHS upon receipt of claims. DHS may withhold a part or all of a final payment until disputes of claims are resolved, or to assure compliance with all terms of the contract. Pursuant to O.S. 62 41.4b, interest shall be paid upon the forty-fifth day of receipt of a properly submitted claim.

In the event that any payments are subsequently disallowed by federal or state authorities due to negligence/performance of OSRHE. OSRHE agrees to reimburse the DHS in an amount equal to the disallowance.

Revenues attributed to the scholarship program collected by OSRHE will be maintained within a segregated account by OSRHE. The balance of this accumulation account will be reconciled and offset payment of the final claim.

Invoices should be submitted to the following address:

DHS Division of Child Care
P.O. Box 25352
Oklahoma City, OK 73125

The DHS will also provide a sum equal to ten percent of the administrative fees in performance of the contract guidelines to OSRHE.

Terms and Conditions

Modification

Any modifications or amendments to the contract shall be in writing and agreed to by both the OSRHE and the DHS.
Termination

It is agreed by both parties that this agreement may be terminated by notice in writing by either party 30 days before effective date of termination.

Subcontracting

The service to be performed under this contract shall not be subcontracted in whole or in part, to any other person or entity without the written consent of the DHS. The terms of this contract and such additional terms as the DHS may require shall be included in any approved subcontract, and approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this contract.

Unavailability of Funding

Due to possible future reductions in State and/or Federal appropriations, the DHS cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reductions in appropriations, the DHS may terminate the Contract or reduce the consideration upon notice in writing to the OSRHE. Said notice shall be delivered by certified mail, return receipt requested or in person with proof of delivery. The DHS shall be the final authority as to the availability of funds. The effective date of such Contract termination or reduction in consideration shall be specified in the notice as the date of service of said notice, or the actual effective date of the federal funding reduction, whichever is later. PROVIDED, that reductions shall not apply to payments made for services satisfactorily completed prior to said effective date. In the event of a reduction in consideration, the OSRHE may cancel this Contract as of the effective date of the proposed reduction upon the provision of advance written notice to the DHS.

The OSRHE represents that it has, or will have by the date services are delivered, under its control, the personal services, labor and equipment, machinery or other facilities to perform work required from it pursuant to this agreement.
Supporting Documentation

The OSRHE assures that all costs billed will be supported by documentation that will include copies of paid invoices, payroll records and time reports and approved methods for application of indirect costs. The OSRHE further assures that all billings will be based on actual costs incurred. All costs billed will be supported by documentation that will include copies of invoices dated within the contract period.

Travel

Travel expenses to be incurred by OSRHE pursuant to this contract for services shall be included in the total amount of the contract award. The DHS will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award and shall not be in excess of the rate established by the Oklahoma State Travel Reimbursement Act and DHS policy.

Howard Hendrick, Director
Oklahoma Department of Human Services

Paul G. Risser, Chancellor
Oklahoma State Regents for Higher Education

Date: __________________________  Date: _______________________

106
State of Oklahoma
Department of Human Services

CONTRACT

This agreement is entered into this day of 1st of June, 2004 by the Oklahoma Department of Human Services (hereinafter Department) and the Oklahoma State Regents for Higher Education (hereinafter SRHE). The SRHE hereby offer and agree to provide education/training opportunities to assist child care employees in obtaining a Child Development Associate (hereinafter CDA) credential or an associate degree in early childhood development in accordance with the following terms and conditions.

I. Contract Allowable Cost And Payment Schedule

For and in consideration of the performance of this contract by SRHE, the Department agrees to pay an amount not-to-exceed $1,440,359.00 (one million four-hundred forty thousand three-hundred fifty nine dollars) for services agreed upon herein (budget attachment A). Payments will be made in accordance with written authorization by the Department on a quarterly basis. Billing shall be submitted in the format and in accordance with procedures prescribed by the Department. Payment for all services required herein will be made in arrears. SRHE will be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 5% must have prior written approval from the Department. The Department will not make any advance payments.

II. Contract Term

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-04 and ending 6-30-05.

III. SRHE will agree to provide the following:

1. Review, coordinate, and approve operating budgets for each institution’s program;

2. Assist with the coordination of the State System two-year college programs in accordance with contract guidelines;

3. Assure compliance with contract requirements;

4. Reimburse program costs to approved participating two-year college programs;

5. Notify the Colleges of the assurances and responsibilities that the Colleges are obligated to meet pursuant to the contract. Approval of any subcontract will not relieve SRHE of any responsibility for performance under this contract.

6. Assure accountability measures through the SECC program’s database at each institution to determine the project’s success. In addition, information will be evaluated to determine any needed program adjustments.

7. In collaboration with Department, and with input from institutions, continue to refine the duties and expectations for the position of child development scholar coordinator.

8. Conduct site visits to the participating Colleges’ campuses on an annual basis, or more frequently as needed, for the purposes of monitoring of program goals, purposes, objectives and fiscal compliance to assure adherence to the approved program.
9. Add the SECC program to the SRHE website by 10-01-04.

10. At the end of each semester (summer, fall, spring) provide a summary of activities and statistical data as submitted by the scholar coordinators; and at the end of the contract period provide a formal report detailing services that have been provided by each institution in the format prescribed by the Department. The annual report is due as part of claims documentation for the final billing.

IV. SRHE will oversee and coordinate with two-year colleges to:

1. Assure all early childhood/child development courses incorporate Child Development Associate (CDA) competencies established by the Council for Professional Recognition;

2. Provide a 15 credit hour certificate of mastery program consisting of 12 credit hours in early childhood/child development/family relations and 3 hours of English composition for child care staff currently working in licensed child care facilities;

3. Assure the 15 credit hour certificate program articulates toward an associate of arts or associate of science degree in early childhood development in order to facilitate articulation to a four-year institution;

4. After appropriate student assessment, ensure literacy is woven into all of the early childhood/child development courses which may include, but not be limited to: independent reading and writing assignments, reading groups, computer-aided instruction, learning resource center assignments, instructional tutoring, etc.;

5. Provide additional support services for students having difficulty or deficiencies with reading, writing, and math, as appropriate;

6. After appropriate student assessment, ensure that child care staff (below a 10th grade reading level) can simultaneously enroll in early childhood development courses while remediating reading deficiencies;

7. Offer courses leading to CDA credential and early childhood development associate degree using a variety of educational delivery modalities including, but not limited to: accelerated coursework (i.e., a 6-week period), non-traditional class times, distance learning or on-site training opportunities;

8. Ensure a seamless transfer of coursework equivalent to a minimum of 6 credit hours if a CDA credential has been received through a technology center to an early childhood development associate of arts or associate of science degree program to facilitate articulation to a four-year institution;

9. Submit for approval to the State Regents’ staff a detailed budget outlining the cost for the child development scholar coordinator’s salary and benefits and anticipated operating costs to manage and oversee the project for 12 months;

10. Provide a strategic plan and time line that details the child development scholar coordinator’s responsibilities and activities as outlined below (attachments B1-B-16);
11. Serve a minimum number of 50 active program participants per semester;

12. Request approval from SHRE and DHS for out of state travel for scholar coordinators;

13. Ensure all financial aid and/or loans are applied to the scholar’s educational costs prior to applying the program scholarship.

14. Ensure two-year colleges employ a child development scholar coordinator with, at a minimum, a bachelor’s degree in early childhood education or child development. A majority of the coordinator’s time will be spent in the field (i.e. child care centers/homes within the recruitment area) performing, among other things, the following:

a. Develop materials for recruiting child care provider staff in the community for the CDA credential, Certificate of Mastery and/or associate of science or arts degree program in early childhood education or child development.

b. Recruit and provide career counseling to eligible scholars.

c. Assist participants with the enrollment/financial-aid process.

d. Develop and assist in the educational plan for each program scholar promoting the CDA option as the accelerated program for meeting the master teacher requirements.

e. Provide technical assistance to program scholars at their worksite.

f. Tutor or arrange for tutoring for program scholars in areas where additional help is needed.

g. Refer scholars to other college support services if appropriate or as needed.

h. Follow-up with personal contact with program scholars quarterly once scholars have completed the CDA credential.

i. If needed, assist program scholars with skills to balance work and home life to ensure the likelihood of program success.

j. Serve as the liaison between the scholar and faculty to assist in addressing issues and resolving conflicts.

k. Be responsible for providing SRHE and Department with program and/or program participant information on a semester basis, or as needed.

l. Be responsible for coordinating quarterly invoice information, including back-up documentation, to the SRHE.

m. Will attend any staff development activities coordinated through the SRHE’s office.

n. Scholar coordinators who have received CDA advisor training may be required to assess scholars, not on their caseload, who are pursuing the CDA credential.
o. Scholar coordinators who have received CDA representative training may test scholars who are pursuing the CDA credential. Out of state requests must receive approval by SRHE.

p. Only one scholar coordinator may attend ACCESS meetings and act as the representative for all the scholar coordinators. The designated scholar coordinator from the area where the meeting is being held will attend. If more than one scholar coordinator resides in an area where the meeting(s) is being held, the coordinators will rotate the responsibility. This is not a mandated meeting for scholar coordinators to attend.

q. Adhere to the requirements contained in the “Scholars for Excellence in Child Care 2004-05 Guidebook” (Attachment C).

r. Scholar coordinators may not perform additional duties such as, teaching or other related activities, for the college or child development department. Doing so, could cause program termination.

V. Department agrees to provide the following:

1. Conduct site visits to the participating college campuses as needed for the purposes of assessing or monitoring program, reviewing fiscal operations, and to assure adherence to approved program purposes, goals and objectives;

2. Review and approve proposed college child development programs and budgets in consultation with SRHE’s staff prior to SRHE’s approval.

3. At the six-month interval, evaluate programs from SHRE’s reports, monitoring reports and on-site visits, if needed, for program continuance or in developing a corrective action plan.

VI. Department’s Financial Commitment

The Department will provide funding, based on approved institutional budgets, on a quarterly reimbursement basis for a child development scholar coordinator (salary and benefits) and the associated operating costs. The Department will also provide a sum equal to ten percent of the administrative fees in performance of the contract guidelines to SRHE.

Performance-based financial incentives will be made to the institutions’ early childhood/child development academic programs based on the ability to assist program participants continue employment within the child care community or continued education in the child care field while remaining gainfully employed. Performance incentives to the institutions’ child development academic program will be as follows:

- At the end of the first 3-month period following the receipt of the CDA credential or degree, and the program participant is employed and received pay for an average of 30 hours per week during this period at a licensed facility, the college’s academic child development program will be eligible for $175 per student;

VII. Reporting/Accountability

It will be the responsibility of each institution’s child development scholar coordinator to maintain reports/documentation in a form agreed upon by the Department and the SRHE.
1. Institutions will be expected, among other things, to submit reports/documentation to the State Regents staff on a quarterly or semester basis or upon request, if needed. Documentation for quarterly invoicing will be due by the 10th of the month following the end of the quarter.

2. SRHE staff will submit invoice amounts to the Department no later than 30 days following the end of the quarter.

3. The Department will transfer funds to the SRHE staff within 45 days upon receipt of invoices.

VIII. General Provisions

A. Billing

This is a cost reimbursement contract. Claims for reimbursement of services shall be submitted within (90) calendar days of the provision of services. Supporting encumbrances will be canceled upon a lapse of six months from the actual provision of services, unless specified otherwise in the contract. All claims for reimbursement must be submitted no later than 9-30-05; after this date all funds will be canceled.

The State of Oklahoma has 45 days from presentation of a proper invoice to issue payment to the SRHE.

In the event that any cost items claimed by the SRHE are subsequently disallowed by the Department as cost items of the contract, the SRHE shall repay the Department, on demand, the amount of any such disallowed items. At the discretion of the Department, the Department may deduct such amounts from subsequent payments to be made to the SRHE without prejudice to the SRHE’s right to establish the allowability of any such item of cost under the contract.

The difference between the contract negotiated indirect rate and the federal allowable indirect rate is an in-kind state funded contribution made by two-year institutions.

B. Travel

The travel expenses to be incurred by the SRHE pursuant to this contract for services shall be included in the total amount of the contract award. The Department will only pay travel expenses (including per diem) specified in and charged against the total amount of the contract award. In addition, the Department will not reimburse travel expenses in excess of the rate established by the Oklahoma State Travel Reimbursement Act, Department policy. The SRHE shall be responsible for all travel arrangements and providing supporting documentation when submitting claims for reimbursement.

C. Modification

Any modifications or amendments to the contract shall be in writing and agreed to by both the SRHE and the Department.

D. Termination

It is agreed by both parties that this agreement may be terminated by notice in writing by either party 30 days before termination date.
E. Sub-Contracting

The service to be performed under this contract by SRHE and the institutions shall not be subcontracted, in whole or in part, to any other person or entity without the written consent of the Department. The terms of this contract and such additional terms as the Department may require shall be included in any approved subcontract, and approval of any subcontract shall not relieve SRHE of any responsibility for performance under this contract.

F. Disallowance of Claims

In the event that any payments are subsequently disallowed by federal or state authorities due to negligence/performance of SRHE (and on behalf of the colleges), SRHE agrees to reimburse the Department in an amount equal to the disallowance.

G. Supporting Documentation

The SRHE assures that all costs billed will be supported by documentation that will include copies of paid invoices, payroll records and time reports and approved methods for application of indirect costs. The SRHE further assures that all billings will be based on actual costs incurred. All costs billed will be supported by documentation that will include copies of invoices dated within the contract period.

H. Unavailability of Funding

Due to possible future reductions in State and/or Federal appropriations, the Department cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reductions in appropriations, the Department may terminate the Contract or reduce the consideration upon notice in writing to the SRHE. Said notice shall be delivered by certified mail, return receipt requested or in person with proof of delivery. The Department shall be the final authority as to the availability of funds. The effective date of such Contract termination or reduction in consideration shall be specified in the notice as the date of service of said notice, or the actual effective date of the federal funding reduction, whichever is later. PROVIDED, that reductions shall not apply to payments made for services satisfactorily completed prior to said effective date. In the event of a reduction in consideration, the SRHE may cancel this Contract as of the effective date of the proposed reduction upon the provision of advance written notice to the Department.

The SRHE represents that it has, or will have by the date services are delivered, under its control, the personal services, labor and equipment, machinery or other facilities to perform work required from it pursuant to this agreement.

Howard Hendrick, Director
Oklahoma Department of Human Services

Date: ______________________

Paul G. Risser, Chancellor
Oklahoma State Regents for Higher Education

Date: ______________________
AGENDA ITEM #13-b:

Scholars for Excellence in Child Care.

SUBJECT: Allocation of funds to Oklahoma two-year colleges participating in the Scholars for Excellence in Child Care Program pursuant to the contract with the Department of Human Services

RECOMMENDATION:

It is recommended that the State Regents approve the proposed two-year college Scholars for Excellence in Childcare Program allocations set forth herein pursuant to the contract between the Department of Human Services and the Oklahoma State Regents for Higher Education.

BACKGROUND:
Since June 2000, the State Regents and the Department of Human Services have entered into an annual contract for purposes of allowing State System two-year colleges to participate in the Scholars for Excellence in Child Care program. Each of the twelve two-year colleges as well as Oklahoma State University-OKC has a Scholars program in place. In addition to its Poteau campus, Carl Albert State College offers a program at its Sallisaw campus and the McCurtain County Higher Education Center. Additionally, Northern Oklahoma College also offers a program in Stillwater.

POLICY ISSUES:
This action is consistent with the State Regents’ commitment to the enhancement of educational opportunities, as well as coordination/cooperation between State System institutions and other state agencies.

ANALYSIS:
After a review of the two-year college Scholars for Excellence in Child Care program continuation applications by DHS and State Regents’ staff, the following proposed amounts are recommended for funding for FY05:

<table>
<thead>
<tr>
<th>College</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Albert</td>
<td>180,662</td>
</tr>
<tr>
<td>Connors</td>
<td>69,225</td>
</tr>
<tr>
<td>Eastern</td>
<td>68,785</td>
</tr>
<tr>
<td>Murray</td>
<td>62,348</td>
</tr>
<tr>
<td>NEO</td>
<td>65,354</td>
</tr>
<tr>
<td>Northern</td>
<td>147,713</td>
</tr>
<tr>
<td>OCCC</td>
<td>61,520</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>62,748</td>
</tr>
<tr>
<td>Redlands</td>
<td>88,328</td>
</tr>
<tr>
<td>Rose State</td>
<td>61,817</td>
</tr>
<tr>
<td>Seminole</td>
<td>65,087</td>
</tr>
<tr>
<td>TCC</td>
<td>156,710</td>
</tr>
<tr>
<td>Western</td>
<td>74,410</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>1,164,707</td>
</tr>
</tbody>
</table>
The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of an academic service fee charged students as a condition for enrollment at Oklahoma State University as an entity of The Oklahoma State System of Higher Education. The hearing will be held in the State Regents’ Conference Room on the second floor of 655 Research Parkway, Oklahoma City, Oklahoma at on **Wednesday, June 30, 2004 at 9:00 a.m.**

The following will be presented for comment:

- Academic service fee proposals.

Those desiring to be heard should notify the Chancellor’s Office of the State Regents by **5:00 p.m. on Friday, June 25, 2004**, at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, phone (405) 225-9120.

Signed ___________________________ Date ________________

Paul G. Risser, Chancellor
AGENDA ITEM #14-b:

Public Comments.

Not Available Electronically.
AGENDA ITEM #15-a:

Tuition.
AGENDA ITEM #15-b:

Tuition.

SUBJECT: Approval of Institutional Requests for Changes to Academic Services Fees for Fiscal Year 2005.

RECOMMENDATION:

It is recommended that the State Regents approve the 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 are special fees assessed students for instruction and academic services 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 on the resident and nonresident tuition and mandatory fee limits. At the May 28, 2004 State Regents’ meeting several additional requests for changes were also posted. Another public hearing was held on June 30, 2004 to receive views and comments on several additional requests for changes to academic services fees. A comprehensive list of all requested changes is attached.

POLICY ISSUES:

This item is consistent with the State Regents’ 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:

Of the twenty-five public institutions in The State System, sixteen requested changes in academic services fees for Fiscal Year 2005, and nine had no requests for changes in these fees. One institution has requested a change in Systemwide Fees, five institutions have requested changes in various Special Instruction Fees, two institutions have requested changes in Testing and Clinical Services Fees, two institutions have requested changes in various Facility and Equipment Utilization Fees, seven institutions have requested changes in Classroom and Laboratory Supplies Fees, and eleven institutions have requested changes in various Other Special Fees. Institutions have requested a total of 804 changes and the complete listing of requests for changes to academic services fees for Fiscal Year 2005 is attached. It is recommended that the State Regents approve these changes to academic services fees for FY05.
AGENDA ITEM #15-c:

Tuition.

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

RECOMMENDATION:

It is recommended that the State Regents approve a modification to the Policy on Tuition and Fees, clarifying the amount of nonresident tuition waiver permitted.

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 May 28, 2004, to incorporate changes relative to tuition waiver scholarships and the deadline for submitting academic services fees. Subsequent review indicated the need for clarification regarding nonresident tuition waiver scholarships.

This revision has been incorporated into the State Regents’ Policy on Tuition and Fees and 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 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 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.
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.

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.

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.

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 codified in the Oklahoma Statutes as 70 O.S. Supp. 2003, Section 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.

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 certain students as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. Such fees are assessed 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 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. Requests for a change in academic services fees must be received in the State Regents’ office by February 1 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. 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. Tuition waiver scholarships may also be awarded to students enrolled in on-line courses and other special students.

   e. Scholarships so granted shall be gratuities 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 police 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 police 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 2403(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. Institutions shall waive the nonresident tuition of active-duty military personnel stationed in Oklahoma, of their spouses and of their dependent children 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 6 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 a portion of the nonresident tuition as defined provided in 70 O.S. 2001, Section 3226, which amount shall not exceed the difference between nonresident tuition and the amount paid by resident students.

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 #16:

E&G Budget.

*Not Available Electronically.*
Not Available Electronically.
Not Available Electronically.
Not Available Electronically.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 30, 2004

AGENDA ITEM #17-a:

Allocation.

SUBJECT: Approval of grants to Oklahoma State University Technical Branch - Okmulgee in the amount of $30,050 and to Northern Oklahoma College in the amount of $33,550.

RECOMMENDATION:

It is recommended that the State Regents approve the grants in the stated amounts for the purposes described below.

BACKGROUND:

At the meeting of May 28, 2004, the State Regents allocated $3,901,628 for grants and activities to include economic development, research and quality initiatives. A portion of the funding for this line item is recommended for further allocation to institutions and programs. Remaining funds will be recommended for allocation later in FY05.

POLICY ISSUES:

This recommendation is consistent with Regents’ policy and actions.

ANALYSIS:

OSU Technical Branch – Okmulgee. Consistent with many of the EDGE education and workforce recommendations forwarded by Governor Brad Henry, Chancellor Paul Risser presented a vision for a dramatically updated education system at the Critical Issues in Career and Technology Education summit earlier this year. The model that Chancellor Risser proposed was one in which education institutions, business and industry, K-12, and other stakeholders use common assessments and share data consistently across responsibility boundaries.

This presentation was an impetus for Oklahoma State University’s Technical Branch in Okmulgee (OSU-OKM) to reassess its current assessment and workforce development offerings and make positive changes consistent with the EDGE recommendations and Chancellor Risser’s vision. An additional impetus for change was the growing number of manufacturing industries and businesses in the local workforce area either closing altogether or moving their operations out of northeast Oklahoma. OSU-OKM plays a key role, along with workforce partners in northeast Oklahoma, in helping residents obtain the skills necessary for gainful employment. This means helping to retrain employees, when necessary, in order to help them transition into a different work environment upon the cessation of current employment.
The critical workforce changes either happening or forthcoming in the area prompted rapid response from all workforce partners, with OSU-OKM leading the assessment, training and curriculum design elements. Concurrently, OSU-OKM is aligning their workforce readiness assessments with the academic assessments used for placement by moving to a system that uses two ACT, Inc. products: WorkKeys and Compass. This decision was made following consensus from higher education and Career Tech staff and leaders, workforce development professionals, and business and industry in the northeast Oklahoma area.

Among many services available by selecting WorkKeys as a workplace assessment tool include a number of ancillary services – for example, the ability to train and utilize job profilers. Job profilers are trained extensively by ACT, Inc., and go into business and industry and build a profile for specific jobs within the work place. An aid to human resource personnel and business leaders, ACT-trained job profilers link the skills needed for a particular job with the skills at particular competency levels in the varying WorkKeys assessments. From that point, business and/or higher education institutions can align their employee selection criteria and/or education and training plan with a nationally-recognized assessment. Job profilers in northeast Oklahoma will subsequently contribute to the national job profile database, which currently has well over 10,000 specific jobs profiled nationally.

While many partners are contributing to this new focus in northeast Oklahoma, one of the first steps will be the training of job profilers to provide services to local businesses. This quality initiative grant will support the training of ten job profilers to be selected by OSU-OKM. Job profilers will not only be able to serve businesses in their area, they will also at some point be in the position to potentially generate revenue for their services for the institution.

**Northern Oklahoma College: “Institute for Tribal Leadership.”** The project addresses workforce training needs for tribal government employees. There are 39 tribes headquartered in Oklahoma employing over 15,000 people; and almost 4 percent of the tribes have sent employees to the institute. Matching funds in the amount of $46,350 are being provided by Conoco Phillips, Northern Oklahoma College, the Standing Bear Foundation, and University Learning Center. The State Regents have funded the Institute for three years: (FY02: $36,500; FY03: $33,550; FY04: $30,225) Funding is recommended at the original level of $33,550 for FY05.
AGENDA ITEM #17-b:

Allocation.

SUBJECT: Approval of allocations to Oklahoma State University and the University of Oklahoma from the Higher Education Facilities Fund.

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of $1,815,367.76 to Oklahoma State University and $1,815,367.76 to the University of Oklahoma from revenue collected through the Higher Education Facilities Revolving Fund.

BACKGROUND:

The Oklahoma Legislature passed House Bill No. 2598 in May 2002 designating $38 million from an assessment on motor fuel, diesel fuel and blending materials used or consumed in the state for certain research purposes at OU and OSU. This revenue will be deposited into a new fund called the “Higher Education Facilities Fund.” The bill further states that these funds shall be evenly deposited to an account at the University of Oklahoma for funding construction of the weather center and to an account at Oklahoma State University for purchase of equipment and renovation of facilities for work on the application of advanced sensor technology for the detection of chemical and biological threats to homeland security.

In the October meeting, the State Regents approved the updated strategic plan for Oklahoma State University and the allocation of the full $19 million designated for their project. Also presented during the October meeting was a project update on the Weather Center project at the University of Oklahoma.

POLICY ISSUES:

The recommendation is consistent with Regents’ policy and approved budget principles.

ANALYSIS:

The fund currently has on deposit $3,630,735.52. This amount is sufficient for a transfer of $1,815,367.76 to each OSU and OU. With this allocation, each institution has received $13,916,817.26 to date.
Pursuant to the authority granted under the Constitution of Oklahoma by Articles XIII-A adopted March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education and pursuant to 70 O.S. 1991, Sections 3210, 3903,4401 and 4408 and pursuant to the provisions of House Bill No. 2598, of the Forty-Eighth Oklahoma Legislature,

The Oklahoma State Regents for Higher Education hereby **ALLOCATE** the sums set out below for the respective special programs of the specified institutions for the fiscal year beginning July 1, 2003, and ending June 30, 2004, said funds to be subsequently allotted for encumbrance and expenditure during said fiscal year, as provided by law.

### Higher Education Facilities Revolving Fund Allocation

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<td>Total</td>
<td>$3,630,735.52</td>
</tr>
</tbody>
</table>

Adopted by the State Regents in the meeting of June 30, 2004.

SEAL:

ATTEST:

Joe 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 June 30, 2004.

Paul G. Risser, Chancellor

Duly subscribed and sworn to before me this 30th day of June 2004.

____________________________________
Notary Public

My commission expires ____________________________________________________________________.
AGENDA ITEM #18:

Capital.
AGENDA ITEM #19-a:

Revenue Bond University of Oklahoma.

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 $22,250,000 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 (a) to acquire, construct, renovate, remodel, expand and equip research facility projects 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 March 1 each of the years 2007 through 2024 with interest payments commencing on March 1, 2005, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents of the University of Oklahoma.

The University has pledged, as security for the bonds the net revenues of the University Real Estate Department. This department imposes and collects rental revenue from all properties owned by the University that are leased as office space. 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 and (3.) all other purposes specified in the Bond Resolution.

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 1.98.
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.

Summaries of the projects follow:

1. **The National Weather Center:** This project is a joint venture by the National Oceanic and Atmospheric Administration (NOAA) and the University of Oklahoma. The University and the NOAA are constructing the National Weather Center to provide a consolidated, state-of-the-art facility for research, operations, education and training. This building is being constructed in Norman, Oklahoma as the anchor facility for the new University Research Campus of the University of Oklahoma. The building will be a state-of-the-art facility containing approximately 244,000 gross square feet of space on five floors, and will include an enclosed weather observatory and rooftop experimental deck. The interior design of the building intermingles the research, operations, education and training functions of the NOAA and University organizations with the goal of synergy between OU and NOAA colleagues. OU and NOAA will each occupy about one-half of the facility. (Estimated total project cost of $67,000,000 is being shared by the University and the federal government, with approximately $12,600,00 being provided from this bond issuance.)

2. **Multi-Tenant (One Partners Place) Office Facility:** This project will provide approximately 50,000 square feet of commercial quality, multi-tenant office space, with Weathernews Americas, Inc. to occupy about one-half of the area as its first tenant. Necessary infrastructure and parking areas associated with the new building will also be constructed as part of the project. (Estimated total project cost of $8,300,000, with approximately $7,250,000 being provided from this series of bonds.)
AGENDA ITEM #19-b:

Revenue Bond University of Oklahoma Health Sciences Center.

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 Health Sciences Center, Series 2004A and 2004B, in the amounts of $4,950,000 (taxable) and $4,950,000 (tax-exempt) 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 (a) to acquire, construct, renovate, remodel, expand and equip the steam and chilled water facilities on the Health Sciences 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 August 1 each of the years 2005 through 2023 with interest payments commencing on August 1, 2005, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents of the University of Oklahoma and are being issued in parity to the Series 1979 and Series 1998 Utility Bonds.

The University has pledged, as security for the bonds the net revenues of the imposed and collected utility service charges for the steam and chilled water from the eight customers that comprise the “Oklahoma Health Center.” 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 and (3.) all other purposes specified in the Bond Resolution.

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 3.15.

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 #19-c:

Revenue Bond University of OSU-Okmulgee, Technical Branch.

SUBJECT: Review of Statement of Essential Facts

RECOMMENDATION:

It is recommended that the State Regents certify to the Attorney General of Oklahoma that the Statements of Essential Facts for Oklahoma State University, Technical Branch, Okmulgee, Series 2004, in the amount of $3,000,000 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 (a) to construct the student success center, including lighting and parking lots, on the Okmulgee 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 March 1 each of the years 2005 through 2024 with interest payments commencing on March 1, 2005, and semiannually each year thereafter. The bonds are special obligations of the Board of Regents of the Oklahoma A&M Colleges.

The institution has pledged, as security for the bonds the net revenues of the $ 5.00 per credit hour College of Excellence Fee approved last fall. The institution 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 institution’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 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 1.25.

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 #20-a:

EPSCoR.

SUBJECT: Service Agreement Renewal

RECOMMENDATION:

It is recommended that the State Regents approve the service agreements between the Board of Regents of the University of Oklahoma and the Oklahoma State Regents for the service rendered to the EPSCoR program by Sandy Cunningham and Linda Mason for FY 05.

BACKGROUND:

Since February 2001, the State Regents have entered into a service agreement with the Board of Regents of the University of Oklahoma for shared personnel services. For the past fiscal year, Sandy Cunningham of the Regents’ staff served as the Coordinator for the EPSCoR Director and provided services that included coordinating EPSCoR events and compiling data relating to EPSCoR researchers. Sandy will continue to provide support services during FY 05. Linda Mason has recently been hired as the Coordinator for Grant Writing and External Funding Technical Assistance to facilitate grant-writing activities at the undergraduate institutions and will continue these services during FY 05.

POLICY ISSUES:

This recommendation is in accordance with State Regents’ policy.

ANALYSIS:

This recommendation renews the service agreement for the period of June 2004 through June 2005 for the services that Regents’ staff member, Sandy Cunningham, will provide to the EPSCoR Director’s office. The agreement provides that 30% of the salary and benefits for services rendered will be reimbursed from the EPSCoR Research Infrastructure Improvement Plan grant funded through the National Science Foundation contract EPS-0132534. The total annual reimbursement rate is $18,143 and will be invoiced on a monthly basis.

This recommendation also renews the service agreement for the services that Regents’ staff member Linda Mason will provide for the period of July 2004 through June 2005. The agreement provides that 20% of the salary and benefits will be paid by the State Regents for services rendered with the remaining 80% to be paid from the EPSCoR Research Infrastructure Improvement Plan grant funded through the National Science Foundation contract EPS-0132534 and the Oklahoma IDeA Network for Biomedical Research Excellence grant funded by the National Institutes of Health. The total annual reimbursement of $45,024 will be invoiced on a monthly basis throughout the contract term.
This Service Agreement is entered into on this 1st day of June 2004, by and between the Board of Regents of the University of Oklahoma on behalf of Dr. Frank Waxman (“University”) and the Oklahoma State Regents for Higher Education on behalf of Sandy Cunningham (“OSRHE”).

Whereas, the University has been awarded Subcontract No. EPSCoR 2002-3 under Prime Contract Number EPS-0132534 entitled “EPSCoR Research Infrastructure Improvement Plan” from the National Science Foundation 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 University:

Sandy Cunningham will serve as Coordinator for the Director, which includes serving as a liaison between the Director and the Oklahoma State Regents for Higher Education Office, compiling reports, assisting with conferences and events, preparing materials for approval by the State Regents, and performing other administrative duties as assigned.

2. This Agreement shall be for a total amount of $18,143 (30% effort) for services provided. OSRHE will invoice University monthly for one-twelve 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 their own negligent and intentional acts and omissions, with the University’s liability governed by the Oklahoma Governmental Claims Act.

4. The term of this agreement shall be from June 1, 2004 to June 30, 2005 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. Either party may terminate the Agreement immediately in the event of material breach of the Agreement.

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

**Agreed and Accepted:**

OSRHE The Board of Regents of the University of Oklahoma, Health Sciences Center

________________________________________________________________________

Paul Risser Date Patricia A. Benton, Ph.D. Date
Chancellor Director
Office of Research Administration

Acknowledged:

________________________________________________________________________

Frank Waxman, Ph.D. Date
AGENDA ITEM #20-b:

EPSCoR.

SUBJECT: Approval of Contract/Agreement

RECOMMENDATION:

It is recommended that the State Regents ratify the FY 2005 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2004.

BACKGROUND:

The EPSCoR Director and staff are housed in the State Regents’ office facilities leased from the Presbyterian Health Foundation. The EPSCoR administration utilizes space designated for five EPSCoR offices. The purpose of this agreement is to expense the cost of the administrative facilities to the federal EPSCoR award for which the University of Oklahoma Health Sciences Center is the principal recipient.

POLICY ISSUES:

The recommendation is consistent with State Regents’ policy.

ANALYSIS:

This request for ratification serves to formalize the attached agreement with the State Regents and the Board of Regents of the University of Oklahoma. The attached agreement outlines the costs that are being charged to the OU Health Sciences Center on a quarterly basis and include square footage, modular furniture units and telecommunication services.
MEMORANDUM OF AGREEMENT
Between the Oklahoma State Regents for Higher Education and the Board of Regents of the University of Oklahoma

This agreement, effective July 1, 2004, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

WHEREAS, OU and the OSRHE are partners in Oklahoma EPSCoR, an enterprise dedicated to improving federal funding support for Oklahoma institutions of higher education; and

WHEREAS, OU and the OSRHE both desire to provide adequate resources, including mutually convenient office space, to support Oklahoma EPSCoR and its related initiatives; and

WHEREAS, OU and the OSRHE have both committed significant staff resources to Oklahoma EPSCoR; and

WHEREAS, OU wishes to help defray some of the costs incurred in housing EPSCoR in exchange for continued opportunities to utilize space the OSRHE have dedicated to Oklahoma EPSCoR;

IN CONSIDERATION WHEREOF, the OSRHE and OU agree as follows:

1. The OSRHE will dedicate, from space it currently leases from the Presbyterian Health Foundation (PHF), five offices for EPSCoR use.

2. Four persons identified to the OSRHE by OU, and one EPSCoR support staff identified by the OSRHE, will have full access to the designated space for the conduct of EPSCoR business.

3. OU will pay to the OSRHE the amount of $1,208.92 per month as per the attached supplement.

4. This Agreement is not intended to be a sub-lease. It is expressly understood and agreed that OU acquires no rights as a tenant under the lease Agreement between OSRHE and the PHF.

5. This Agreement will terminate June 30, 2005, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.

6. This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Signature
Printed Name
Title
Date

BOARD OF REGENTS OF THE UNIVERSITY OF OKLAHOMA

Signature
Printed Name
Title
Date
Memorandum of Agreement Supplement
Between the University of Oklahoma Board of Regents
and the Oklahoma State Regents for Higher Education

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma EPSCoR according to the following schedule for the period of July 1, 2004 to June 30, 2005:

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<tr>
<th>FURNITURE</th>
<th>FTE</th>
<th>Rate</th>
<th>Full Cost</th>
<th>FTE Cost</th>
<th>Deprec.</th>
<th>Annual Usage Cost</th>
<th>Term Cost 7/1/04 - 6/31/05</th>
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<th>Term Cost 7/1/04 - 6/31/05</th>
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AGENDA ITEM #20-c:

EPSCoR.

SUBJECT: Appointment of members to the Oklahoma EPSCoR Advisory Committee

RECOMMENDATION:

It is recommended that the State Regents approve the appointment of individuals to the EPSCoR Committee.

BACKGROUND:

The State Regents have currently eight standing advisory committees to the Chancellor, of which two are created by statute and the others established by State Regents’ action. 70 O.S. 2001, §3230.1 et seq. establishes the EPSCoR Committee as an advisory committee to the State Regents. The Student Advisory Board is the other statutory committee.

The purpose of the EPSCoR committee is to promote cooperative research efforts among public and private universities in Oklahoma; promote private sector involvement in university research and encourage technology transfer; promote human resource development in science and engineering within the Oklahoma State System of Higher Education; recommend research projects when only a limited number may be submitted by the State of Oklahoma; and appoint the EPSCoR director.

The statutes provide that the Regents shall appoint members of the EPSCoR Advisory Committee to include: 1) representatives of the state’s universities and colleges; 2) representatives of private research entities located in Oklahoma; 3) representatives of private businesses; 4) residents of Oklahoma whose contribution will enhance the goals of the Committee; and 5) a representative of the Oklahoma Center for the Advancement of Science and Technology. Additional committee members are to be appointed by the Governor, the President Pro Tempore of the Senate and the Speaker of the House of Representatives.

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 23 states that participate in a program at one or more federal agency.

POLICY ISSUES:

None

ANALYSIS:

Chancellor Risser recommends that members be appointed to the EPSCoR Advisory Committee for the terms indicated below. Current membership includes members of the private sector, a member of the House of
Representatives, a member of the Governor’s staff, a representative of the Noble Foundation, the Vice Presidents for Research of The University of Oklahoma Norman and Health Sciences Center campuses, Oklahoma State University and the Oklahoma Medical Research Foundation, the President of the University of Oklahoma – Tulsa, the Dean of the College of Agriculture for Oklahoma State University, the President of Cameron University, the Associate Provost of Southwestern Oklahoma State University and an Associate Professor from Langston University and scientists from The University of Tulsa.

This recommendation adds to membership a representative of the Oklahoma Center for the Advancement of Science and Technology (OCAST) and Innovation into Enterprise (i2E). Current EPSCoR Committee member Bill Sibley has announced his retirement and will no longer serve on the Committee. The recommendation is to appoint Sheri Stickley of OCAST and Greg Main, CEO and President of Innovation into Enterprise (i2E). i2E manages commercialization programs sponsored by OCAST including the Oklahoma Technology Commercialization Center and the OCAST Technology Business Finance Program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Term Exp (yr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheri Stickley</td>
<td>Director, Technology Development Programs</td>
<td>Dec. 2004</td>
</tr>
<tr>
<td></td>
<td>OCAST</td>
<td></td>
</tr>
<tr>
<td>Mr. Greg Main</td>
<td>CEO and President</td>
<td>Dec. 2006</td>
</tr>
<tr>
<td></td>
<td>Innovation into Enterprise (i2E)</td>
<td></td>
</tr>
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</table>
AGENDA ITEM #20-d:

EPSCoR.

Not Available Electronically.
AGENDA ITEM #21:

Brain Gain.

RECOMMENDATION:

It is recommended that the State Regents allocate Brain Gain funds for FY05.

BACKGROUND:

In March 2001, the State Regents announced plans to develop funding based on the 1999 Brain Gain 2010 initiative. In May 2001, the State Regents allocated $2 million for FY02 and expressed an intent to increase annual allocations until Brain Gain funding represents two percent of state appropriated allocations for institutional education and general (E&G) budgets.

In June 2001, the State Regents posted a plan describing criteria, definitions, and a general approach for allocating Brain Gain funds. This draft plan used retention rates, graduation rates, and number of degrees as the performance indicators. The State Regents directed staff to work with Presidents to finalize the plan. In December 2001, the State Regents allocated approximately half of the FY02 funds equally among the 25 public institutions and 2 technical branches because institutions have been working to improve retention and graduation rates and need to make additional investments. In April 2002, the Presidents proposed a Brain Gain funding policy using five measures: (1) number of associate and bachelor’s degrees, (2) number of students completing 20 credit hours including remediation, (3) number of students reaching 30 credit hours excluding remediation, (4) first-year retention rates excluding remediation, and (5) graduation rates excluding remediation. Based on these measures, a modified funding plan was developed and the remaining FY02 funds were distributed.

At the June 2002 meeting, the State Regents distributed $2.4 million for FY03 funds using the modified policy with the understanding of the Presidents that the process of developing a long-term Brain Gain funding plan would be ongoing.

At the May 2003 meeting, the State Regents added two institution-specific measures to the five common ones, created a two-phase allocation process as proposed by the Presidents, and allocated $2.2 million for FY04.

In April 2004, the State Regents approved the Presidents request to eliminate the two credit hour measures: (1) number of students completing 20 credit hours including remediation and (2) number of students reaching 30 credit hours excluding remediation. Eliminating these two measures focuses attention on the primary measures of retention and graduation and provides greater emphasis on institution-specific measures that Presidents can use to further strategic improvements on each campus. The formula now includes the two institution-specific measures and three common measures: (1) number of associate and bachelor’s degrees, (2) first-year retention rates, (3) six-year graduation rates.
POLICY ISSUES:

Brain Gain funding is designed to financially support the State Regents’ 1999 *Brain Gain 2010* initiative, adding a component to the traditional funding formula and rewarding performance with one-time funding. Brain Gain funding is consistent with the State Regents’ policy on System Effectiveness and the Oklahoma State System Report Card adopted in October 2001.

ANALYSIS:

Allocation

During negotiations, some institutions requested reduced targets. For example, lower retention rate targets were established for four rural border institutions. In addition, some institutions not yet able to reach the target were awarded .5 credit for showing improvement by comparing the most recent two-year performance to the previous three-year performance.

Based on Brain Gain funding policy, $2.2 million in FY05 Brain Gain funds will be allocated as described in the table.

Progress

There is good news to report regarding progress on the Brain Gain measures. In 2002-03, there were 1,103 more associate and bachelor’s degrees awarded, and the average graduation rate improved for all tiers compared to last year. Also, the U.S. Census Bureau indicates that between 2000 and 2002, Oklahoma increased the percentage of the population age 25 and older with bachelor’s degrees from 20.2 to 20.7 percent and moved from 47th to 43rd in the state rankings.

Improvement Funds

An additional $800,000 budgeted in FY05 for Brain Gain funding will be awarded in the form of a system-wide conference and Brain Gain improvement grants.

While the State Regents’ Brain Gain funding has encouraged campuses to review and revise their strategies on student retention and graduation, many institutions have yet to show improvement in a particular area. In order to assist in this endeavor, funding will be allocated for FY05 to aid campuses in implementing intervention strategies that will improve student retention, graduation and degree completion. Funding is being offered for two initiatives that will support the *Brain Gain 2010* initiative:

1. **Support for a conference that addresses Brain Gain issues.** The State Regents will sponsor a conference related to Appropriations, Tuition and Financial Aid (ATFA) and enrollment management. This conference will provide campus representatives with insight on how to best use scholarships, grants, financial aid, and enrollment management strategies to improve retention and graduation rates in a way that maximizes student success on their campuses. An allocation of $50,000 will be reserved to support this conference covering all institutional costs.

2. **Support for campus-based improvement strategies designed to increase retention rates, graduation rates or degrees earned.** An allocation of $750,000 will be used to support campus-based strategies that support Brain Gain goals. While all institutions can apply for funds to supplement improvement strategies designed to increase Brain Gain performance, institutions that have had difficulty achieving
their targets will be given preference. Efforts designed to improve retention and completion rates of student populations that have historically low retention and graduation rates in Oklahoma also will be considered.

The State Regents invite each institution to submit one proposal detailing an improvement strategy. The proposal can be for several years, but funding can be guaranteed for only the current year.

Proposals should contain the following sections and be no more than 15 pages in length.

1. Letters of endorsement from the President
2. Description of the unique Brain Gain issues for the institution
3. A detailed description of the proposed initiative
4. A rationale for selecting the initiative supported by the current literature on factors that impact student retention and graduation.
5. Identification of how the project will be evaluated
6. A timeline for project development and implementation
7. A project budget
8. A description of the staff resources required
9. A review of the project’s long-term viability, if funds were not available in future years

Proposals are due to the Chancellor on or before **October 1, 2004**. Submissions will be reviewed competitively using the criteria and format described above. The State Regents may request additional information on a proposed initiative and/or recommend modifications to the proposal.
<table>
<thead>
<tr>
<th>Institution</th>
<th>FY05</th>
</tr>
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<tbody>
<tr>
<td>University of Oklahoma</td>
<td>$357,856</td>
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<td>Oklahoma State University</td>
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<td>Seminole State College</td>
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<td>Rose State College</td>
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<tr>
<td>Oklahoma City Community College</td>
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</table>
AGENDA ITEM #22-a:

Legislature Summary.

SUBJECT:  Summary of Legislation from the 2004 Session

RECOMMENDATION:

For information purposes only.

BACKGROUND:

At their December 4, 2003 meeting, the State Regents adopted their legislative agenda for the 2004 session. The legislative priorities included funding for the Oklahoma Higher Learning Access Program (OHLAP), funding for institutions and other programs, a capital bond program, and legislative actions related to EDGE.

ANALYSIS:

The table below lists the specific elements of the State Regents 2004 legislative priorities and describes related legislative action.

<table>
<thead>
<tr>
<th>Legislative Priorities – 12/4/03</th>
<th>Legislative Action – 2004 Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHLAP</td>
<td>• FY2005 funding: $4.1 million from appropriations, $4.1 million subject to gaming revenue vote.</td>
</tr>
<tr>
<td>• Secure necessary funding for FY2005</td>
<td>• If approved by voters in November 2004, gaming revenue projected to generate $8.2 million annually.</td>
</tr>
<tr>
<td>• Identify separate funding stream for future costs</td>
<td></td>
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</table>

**Legislative Priorities – 12/4/03**

### Institution and Program Funding
- Increase state funding to offset $37.4 million gap from FY2003 to FY2004
- Cover increased cost of 4% enrollment growth.
- Restoration of cuts for OTAG, Academic Scholars, Summer Academies
- Restore $8.6 million in one-time funding to base appropriation

### Capital Bond Proposal
- Recommend general obligation bond for system capital needs, endowed chairs, and research.

### EDGE
- Example: reduce backlog of endowed chairs matching funds

### Legislative Action – 2004 Session
- Total state funding increased $34 million.
- No funding increase for enrollment growth.
- Partial restoration of cuts for OTAG and Academic Scholars; no restoration of cut to Summer Academies
- One-time funds restored.
- Consideration of a general obligation bond for system needs delayed until 2005 session. Revenue bonds were authorized for the backlog of endowed chairs matching funds.
- Revenue bonds authorized for the backlog of endowed chairs matching funds.

### Bills Related to Higher Education:

- **Gaming Revenue for OHLAP:** SB 1252 provides for a state referendum to authorize certain gaming at tribal facilities and horseracing tracks. If approved by voters at the November election, 12% of revenues received by the state from these activities will be allocated to the OHLAP Trust Fund. The Office of State Finance projects that the OHLAP Trust Fund could receive up to $8 million annually from the proceeds.

- **Alternate Retirement Plan for OU/OSU:** HB 2226 authorizes OU and OSU to create alternate retirement plans to the Oklahoma Teachers Retirement System (OTRS) for new and current employees who elect to participate in the alternate plan. The institutions will be required to pay a “surcharge” to OTRS of 2.5% for 30 years for those employees electing not to participate in OTRS.

- **Endowed Chairs Funding:** HB 1904 authorizes the issuance of $50 million in revenue bonds for endowed chairs.

- **Cigarette Tax/Cancer Center:** HB 2600 authorizes a state vote to increase taxes on tobacco products. If approved, a portion of the revenue is designated for a comprehensive cancer center administered by the University of Oklahoma Health Sciences Center.

- **OU-Tulsa:** SB 924 officially recognizes OU-Tulsa in statute as an "agency and an integral part of the University of Oklahoma.”
• **Hispanic Students in Higher Education:** HB 2145 creates the Advancement of Hispanic Students in Higher Education Task Force to monitor the implementation of 2003 legislation authorizing undocumented students to enroll in Oklahoma public colleges and to be eligible for state financial aid. The Task Force is further charged to make recommendations concerning Hispanic students in higher education.

• **Art in Public Places:** SB 1347 requires public construction projects, including those of higher education institutions, to allocate 1.5% (up to $500,000) for public art purposes.

• **Cameron University Branch Campus:** HB 2624 directs the State Regents to establish a branch campus of Cameron University in Duncan. The legislation calls for the Duncan Economic Development Trust Authority to provide the local facilities.

• **Technology Center/College Prep Courses:** SB 1271 authorizes technology centers to offer programs in cooperation with higher education institutions that emphasize a focused field of career study. The bill also authorizes 10th-graders to attend for up to one-half of the school day.
WHEREAS, the Oklahoma Legislature and the Governor appropriated $802.1 million to Oklahoma higher education for FY 2005; and,

WHEREAS, the appropriation represents a 4.4 percent increase from last year’s appropriation yet is still $60 million less than appropriations four years ago; and,

WHEREAS, the increase will allow higher education to continue to provide quality instruction for the record number of students enrolled in the state’s institutions; and,

WHEREAS, approximately $5.8 million of the new funding will go toward grants and scholarships awarded by the state including $4.1 million for the Oklahoma Higher Learning Access Program (OHLAP) and 1 million for Tuition Equalization Grants for students attending private institutions; and,

WHEREAS, millions of dollars in national research funding may now come into the state due to the passage of HB 1904 which authorized a $50 million bond issue that will help match the backlog of private donations to endowed chairs in higher education.

WHEREAS, state leaders continue to recognize the importance of Oklahoma higher education as the economic engine driving the economy and are supportive of efforts to improve Oklahoma’s intellectual capital.

WHEREAS, Governor Brad Henry has pledged to make the capital bond issue which will trigger the first major statewide construction project campuses have seen since 1992, his top priority early in the next session.

NOW, THEREFORE, BE IT RESOLVED THAT the Oklahoma State Regents for Higher Education

1. Express appreciation to Governor Brad Henry and the Oklahoma Legislature for their attention to and support of Oklahoma higher education.

2. Pledge to continue to communicate to state leadership higher education’s needs and the Brain Gain 2010 goals of increasing the number of college graduates and the intellectual capital of Oklahoma.

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 June 30, 2004.

Paul G. Risser, Chancellor
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:

- **Randy Glenn**, Network Technician in OneNet, was heading to the Tulsa hub when he reported that he was stopping to assist the rescue of a truck driver who had jumped the center barrier on I-44 near Stroud. Randy used fire extinguisher provided by the agency to extinguish the diesel fire that erupted when the truck’s tanks were ruptured allowing him and other motorists to extricate the driver from the vehicle.

- **Chancellor Paul Risser**, addressed audiences in June including the Governor’s Council for Workforce and Economic Development, and OTEP Invitational Conference.

- **Tawny Shelby**, Loan Specialist at OGSLP, received a bachelors of science degree from Southern Nazarene University in May.

- **Dr. Cynthia Brown**, Senior Coordinator for Student Preparation, Johnny Morrow and Dan Craig, Field Coordinators for Student Preparation presented to the Summer Conference of the Cooperative Council for School Administrators. The session provided a process for improving student achievement using EXPLORE, PLAN and ACT results as well as the required state tests to identify strengths and weaknesses of curriculum and instruction.

- **Dr. Cynthia Brown**, Senior Coordinator for Student Preparation, presented to the College and Career Transitions Initiative pre-conference on Strengthening the Senior Year sponsored by the Southern Regional Education Board (SREB). The presentation focused on the identification of students most likely to be required to take remedial courses at the postsecondary level.

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

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 name changes
  20 degree program requirement changes
  4 degree program course requirement changes

Oklahoma State University (OSU)
  2 degree program name changes
  2 degree program course requirement changes
  1 option name change
  21 option additions
  8 option deletions

Northeastern State University (NSU)
  11 degree program course requirement changes
  1 option name change
  1 option addition
  11 option deletions

Northwestern Oklahoma State University
  3 degree program course requirement changes

Southeastern Oklahoma State University (SEOSU)
  1 degree program name change
  2 degree program course requirement changes
  3 option deletions

Southwestern Oklahoma State University (SWOSU)
  1 degree program name change

Connors State College (CSC)
  2 option additions
Northeastern Oklahoma A & M College (NEOAMC)
1 option addition

Northern Oklahoma College (NOC)
1 option addition

Oklahoma State University-Oklahoma City (OSU-OKC)
1 degree program course requirement change
1 option name change

Redlands Community College (RCC)
4 degree program course requirement changes
1 option addition
1 option deletion

Rose State College (Rose)
6 option additions

Tulsa Community College (TCC)
2 degree program name changes
2 option name changes
7 option additions
22 option deletions

POLICY ISSUES:

These actions are consistent with the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

OU – Master of Business Administration in Business Administration (025)
Degree program requirement changes:
- allow flexibility to waive up to 12 core course hours based on prior learning, which would require all full time MBA students to complete a minimum of 42-54 applicable degree hours;
- change will be an excellent recruiting tool and maximize instructional and educational time in classroom;
- no courses will be added or deleted; and
- no new funds required.

OU – Doctor of Philosophy in Health and Exercise Science (345)
Degree program course requirement changes:
- add six graduate hours in PHYO or ZOO to Exercise Physiology option, add one core course to Health Promotion option, and delete two courses;
- total number of credit hours required will not change;
- restructure course requirements to clarify intent and align program with other doctoral curricula within the university;
- changes will strengthen students’ research skills and marketability;
- changes will also allow advisors to advise students into best course pathway; and
- no new funds required.
OU – Doctor of Philosophy in Political Science (193)
Master of Arts in Political Science (192)
Degree program requirement changes:
• require writing sample for admission into both programs;
• require statement of purpose for admission into master’s program;
• changes will better determine applicant’s academic background, career and academic objectives, and writing ability;
• no courses will be added or deleted; and
• no new funds required.

OU – Master of Library and Information Studies in Library and Information Studies (151)
Degree program requirement changes:
• reduce core courses from 21 to 12 hours, modify elective courses to form 5 groups of guided electives, add 9 general electives, and add choice of presentation and defense of portfolio or written comprehensive examination for Non-Thesis option only;
• changes incorporate guided electives for MLIS degree and allow students flexibility in end of program assessment;
• changes provide shared common core between MLIS and MSKM degree programs; and
• no new funds required.

OU – Master of Social Work in Social Work (211)
Degree program course requirement changes:
• restructure curriculum to promote pedagogical excellence and improve educational quality of MSW program;
• changes will bring the program into compliance with national policy and standards;
• six new courses will be added and five courses will be deleted; and
• no new funds required.

OU – Master of Landscape Architecture in Landscape Architecture (244)
Degree program course requirement changes:
• consolidate and restructure content to eliminate redundancy and strengthen the program;
• changes will bring the program into compliance with national standards;
• two new courses will be added and three courses will be deleted; and
• no new funds required.

OU – Master of Accountancy in Accounting (265)
Degree program requirement changes:
• add one course to prerequisites, increasing the requirement to 18 hours;
• decrease graduate business electives by 3 hours and increase advanced accounting to 18 hours;
• changes will meet Oklahoma requirements for the CPA examination and coincide with requirements for the Bachelor of Business Administration; and
• no new funds required.

OU – Master of Science in Health and Sport Sciences (292)
OU – Bachelor of Science in Health and Sports Sciences (291)
Degree program name changes and requirement changes:
• change names to Master of Science in Health and Exercise Science and Bachelor of Science in Health and Exercise Science to better define the focus of the programs;
• increase core from 27 to 30 credit hours and electives from 12 to 15 credit hours for the baccalaureate (total degree hours remains the same);
• changes will allow students more flexibility and better prepare them for graduate study and employment;
• five courses will be added and two courses will be deleted; and
• no new funds required.

OU – Master of Science in Knowledge Management (347)
Degree program requirement changes:
• reduce core courses from 21 to 15 credit hours, modify elective courses to form 5 groups of guided electives, and add 6 hours of general electives;
• changes incorporate appropriate guided electives for the degree;
• changes provide shared common core between this program and the master’s programs in library and information science; and
• no new funds required.

OU – Bachelor of Science in Aerospace Engineering (005)
Degree program requirement changes:
• restructure program curriculum to include professional coursework;
• increase total degree hours from 127 to 128;
• changes emphasize student retention, engineering practice, and communication;
• three courses will be added and two courses will be deleted; and
• no new funds required.

OU – Bachelor of Science in Astronomy (019)
Degree program requirement changes:
• restructure program curriculum, increasing major credit hours from 32 to 35;
• total degree hours remains the same;
• changes will enhance the rigor of the program;
• three courses will be added; and
• no new funds required.

OU – Bachelor of Science in Engineering Physics (071)
Degree program requirement changes:
• realign program curriculum to correlate with the physics and engineering core degree programs; and
• no new funds required.

OU – Bachelor of Science in Industrial Engineering (129)
Degree program requirement changes:
• restructure program curriculum to incorporate changes in core requirements for College of Engineering;
• eight courses will be added and four courses will be deleted; and
• no new funds required.

OU – Bachelor of Science in Mechanical Engineering (158)
Degree program requirement changes:
• restructure program consistent with college-wide curricular modifications;
• decrease total degree hours for mechanical option from 124 to 122 and for premedical option from 134 to 132;
• changes will emphasize student retention, engineering practice, and communication;
• four courses will be added and three courses will be deleted; and
• no new funds required.

OU – Bachelor of Science in Meteorology (165)
Degree program requirement changes:
• restructure and modify curriculum to enhance program for students and control quality and class size;
• increase total degree hours from 124 to 125-126;
• require achievement of a grade of “C” or better in engineering and computer science courses;
• changes will reduce material duplication and increase coordination and consistency;
• changes will also modernize the program, increase rigor, and respond to students’ needs;
• three courses will be added and four courses will be deleted; and
• no new funds required.

OU – Bachelor of Science in Physics (188)
Degree program requirement changes:
• restructure curriculum to allow one year of high school chemistry as an alternative to Chemistry 1315;
• increase major hours from 34 to 37, total degree hours remains the same;
• changes will provide more rigorous program and reflect similar standards for professional option;
• one course will be added; and
• no new funds required.

OU – Bachelor of Science in Computer Science (233)
Degree program course requirement changes:
• restructure courses to provide more flexibility for students;
• total degree hours remains the same;
• changes will increase retention and develop students’ professional skills;
• five courses will be added and four courses will be deleted; and
• no new funds required.

OU – Bachelor of Science in Computer Engineering (332)
Bachelor of Science in Electrical Engineering (059)
Degree program requirement changes:
• incorporate changes in response to College of Engineering initiative;
• decrease total degree hours for the computer engineering program from 127 to 126 and total degree hours for the electrical engineering program from 127 to 125;
• changes enhance elective opportunities for students based on departmental guidance;
• six courses will be added and three courses will be deleted; and
• no new funds required.

OU – Bachelor of Arts in Ethics and Religion (078)
Degree program requirement changes:
• restructure program to provide more flexibility, expand the curriculum, and make course offerings consistent;
- changes will alleviate over-dependence on existing special topic courses and accommodate transfers for students from other universities;
- 17 courses will be added and 7 courses will be deleted; and
- no new funds required.

OU – Bachelor of Arts in Psychology (310)
Bachelor of Science in Psychology (194)
Degree program requirement changes:
- revise curriculum to allow more options in “Group C”, including an industrial/organizational area in psychology;
- one course will be added and two courses will be deleted; and
- no new funds required.

OU – Bachelor of Fine Arts in Musical Theatre (342)
Degree program requirement changes:
- revise curriculum to eliminate duplication and decrease music support hours from 10 to 6, musical theatre core hours from 21 to 20, and major requirements from 98 to 93 hours;
- total number of degree hours decreases from 132-142 to 127-137;
- changes align current curricular needs to requirements in the job market;
- three courses will be added and five courses will be deleted; and
- no new funds required.

OSU – Doctor of Philosophy in Educational Psychology (070)
Option deletion:
- delete “counseling and development” option;
- the option is no longer used;
- no courses will be added or deleted; and
- no funds available for reallocation.

OSU – Doctor of Philosophy in Human Environmental Sciences (123)
Degree program course requirement changes:
- add one new course, decrease human development/family studies track from 24 to 21 hours, and increase research/statistics track from 18 to 21 hours;
- revise program requirements to reflect new integrated curriculum to fulfill strategic plan and department mission;
- changes will increase integration of human development and family science and allow more exposure to research for students; and
- no new funds required.

OSU – Master of Science in Human Development and Family Science (095)
Option additions and option deletions:
- add “child development” and “family science” options;
- delete “non-thesis” and “developmental and family” options;
- changes will reconcile State Regents’ and OSU registrar records;
- non-thesis option refers to plan rather than program - options were incorrectly added;
- no courses will be added or deleted; and
- no funds available for reallocation.
OSU - Master of Science in Teaching, Learning, and Leadership (057)
Option addition:
- add “secondary education, for teachers non-traditionally certified” option;
- change will meet needs of non-traditionally certified secondary teachers;
- no courses will be added or deleted; and
- no new funds required.

OSU – Master of Science in Management Information System/Accounting Information Systems (412)
Degree program name change and option additions:
- change degree program name to Master of Science in Management Information Systems;
- add “digital business systems,” “knowledge management systems,” and “information assurance and security” options;
- modify program due to strategic initiative and low enrollment in accounting information systems concentration to focus more on management information systems area;
- changes will provide students expertise in e-commerce systems, data mining, data warehousing, knowledge management, and information security topics;
- no courses will be added and one course will be deleted; and
- no new funds required.

OSU – Bachelor of University Studies in University Studies (025)
Option addition and option deletion:
- add “multidisciplinary studies” option;
- delete “extended studies” option;
- changes will prepare students for professional careers and provide more structure to existing degree;
- no courses will be added or deleted; and
- no funds available for reallocation.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Agricultural Economics (004)
Option deletions:
- delete “horticulture,” “agricultural communications” and “plant and soil sciences – agronomy” options;
- changes will reconcile State Regents’ and OSU registrar records;
- no courses will be added or deleted; and
- no funds available for reallocation.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Plant and Soil Sciences (014)
Option addition:
- add “agronomy” option;
- change will reconcile State Regents’ and OSU registrar records;
- no courses will be added or deleted; and
- no new funds required.

OSU – Bachelor of Science in Chemical Engineering (041)
Option name change and course requirement changes:
- change option name from “biomedical” to “biomedical/biochemical;”
• change will allow biochemistry courses to substitute for organic chemistry courses and provide additional education in biochemical area;
• no courses will be added and one course will be deleted; and
• no new funds required.

OSU – Bachelor of Science in Agricultural Sciences and Natural Resources in Horticulture (128)
Option addition and option deletion:
• add “horticulture” option;
• delete “landscape contracting” option;
• changes will reconcile State Regents’ and OSU registrar records;
• no courses will be added or deleted; and
• no funds available for reallocation.

OSU – Bachelor of Science in Technical and Industrial Education (196)
Degree program name change and option additions:
• change degree program name to Bachelor of Science in Career and Technical Education;
• add “business and information technology education,” “marketing education,” “health occupations education,” and “technology education” options;
• changes will provide program completers certification by the Oklahoma Department of Career and Technology Education and will qualify graduates as technical instructors in post-secondary and/or private sector programs;
• no courses will be added and one course will be deleted; and
• no new funds required.

OSU – Bachelor of Science in Wildlife Fisheries Ecology (207)
Option addition:
• add “fisheries” option;
• change will allow students flexibility in career options and meet professional certification requirements;
• no courses will be added or deleted; and
• no new funds required.

OSU – Bachelor of Arts in Sociology (258)
Bachelor of Science in Sociology (184)
Option addition:
• add “anthropology” option to both programs;
• change will provide students opportunity to focus on multicultural issues from anthropological perspective;
• four courses will be added; and
• no new funds required.

OSU – Bachelor of Science in Business Administration in Business Administration (001)
Reorganization of curriculum, including option additions:
• at the May 28, 1999 meeting, the State Regents approved OSU’s request to collapse its baccalaureate business degrees into one business administration program with multiple options;
• OSU now requests authorization to reverse this action and restore the original business degree programs as follows:
  o Bachelor of Science in Accounting
Bachelor of Science in Economics with options in “business economics and quantitative studies” and “pre-law”
Bachelor of Science in Finance with options in “general” and “commercial bank management”
Bachelor of Science in General Business with an option in “pre-law”
Bachelor of Science in International Business
Bachelor of Science in Management with an option in “human resource management”
Bachelor of Science in Management Information Systems
Bachelor of Science in Management Science and Computer Systems
Bachelor of Science in Marketing;
- the Bachelor of Science in Business Administration in Business Administration (001) will be deleted (See Program Deletion agenda item);
- the requested restoration of independent degree programs is in response to student demand for programs that more clearly reflect the course of study completed;
- no courses will be added or deleted; and
- no funds available for reallocation.

NSU - Master of Science in Industrial Management (096)
Degree program course requirement changes:
- restructure core program requirements, increasing credit hours in the industrial or environmental management emphasis areas;
- restructure optional electives and increase total degree hours from 33 to 36;
- changes reflect a program review and student survey expressing interest in a master’s degree in environmental management;
- no courses will be added or deleted; and
- no new funds required.

NSU – Bachelor of Business Administration in Business Administration (012)
Option addition:
- add “economics” option;
- restructure current major to allow students to choose either an economics or general business emphasis, with total degree hours remaining the same;
- no courses will be added or deleted; and
- no new funds required.

NSU – Bachelor of Science in Education in Health and Physical Education (041)
Degree program course requirement changes:
- restructure health education requirements, increasing credit hours from 17 to 18;
- add one course to and delete two courses from physical education theory requirements, decreasing credit hours from 25 to 24 (total degree hours remains the same);
- changes will update curriculum and strengthen specific content areas; and
- no new funds required.

NSU – Bachelor of Science in Education in Special Education Mild/Moderate (084)
Degree program course requirement changes:
- restructure special education core requirements, delete two courses, and add one course, increasing total degree hours from 22 to 25;
• changes will give students a better understanding, prepare them for the classroom, and effectively manage non-academic issues; and
• no new funds required.

**NSU – Bachelor of Science in Science Education (120)**
Degree program course requirement changes:
• restructure course requirements in the biology and chemistry emphases to align program with national standards;
• changes will provide students exposure to the chemistry emphasis and ensure teacher candidates in biology receive necessary science content; and
• no new funds required.

**NSU – Bachelor of Science in Family and Consumer Science (045)**
Degree program course requirement changes and option deletions:
• delete “family relations and child development,” “fashion marketing,” and “foods and nutrition” options;
• 13 courses will be deleted, and total number of degree hours remains the same;
• changes will update major and allow students timely completion of the degree; and
• no funds available for reallocation.

**NSU – Bachelor of Science in Industrial Operations Management (049)**
Degree program course requirement changes and option deletions:
• delete options in “engineering design technology,” “electronic publishing/printing management,” “manufacturing systems,” “industrial training and development,” and “quality systems;”
• restructure program to consist of 33 hours in the technology core, 12 hours in management, and 9 hours in guided electives;
• total number of degree hours remains the same;
• 12 courses will be deleted;
• changes will align program with national standards; and
• no funds available for reallocation.

**NSU – Bachelor of Science in Computer Science (100)**
Degree program course requirement changes and delete options:
• restructure course requirements to include 30 core hours and 12 elective hours selected from two categories, increasing the total number of degree hours from 40 to 42;
• delete options in “mathematics,” “business,” and “management information systems;”
• changes will provide students more depth in the introductory sequence, a wider range of minor choices, and encourage students and faculty to keep up with computing trends; and
• no funds available for reallocation.

**NSU – Bachelor of Arts in Art (005)**
Bachelor of Arts in Education in Art Education (006)
Degree program course requirement changes:
• restructure program requirements to consist of 36 common core hours for all 3 degree plans, including an additional 24 hours in graphic design emphasis, 13 hours in fine arts emphasis, and 12 hours from the Bachelor of Arts in Education (total number of degree hours remains the same);
• changes will modernize and align the degrees with other university art programs;
- changes will reduce redundancy, clarify each emphasis area, reduce confusion, and allow advisors/recruiters to clearly present available options;
- changes will strengthen the program and attract potential students; and
- no new funds required.

**NSU – Bachelor of Arts in Geography (036)**

Degree program course requirement changes:
- restructure program requirements, decrease human topical geography hours from six to three, and increase geography elective hours from 12 to 15, with no change in total degree hours required;
- require grade of “C” or better in all major courses to emphasize expected performance;
- changes allow scheduling flexibility, student choice, and an opportunity for faculty to focus on international (regional) studies as part of Oklahoma’s EDGE initiative; and
- no new funds required.

**NSU - Bachelor of Arts in Mass Communication (050)**

Degree program course requirement changes and option name change:
- restructure program requirements, decrease common core hours from 33 to 30, and increase each option from 12 to 15 hours, with no change in total degree hours required;
- change “journalism” option name to “journalism/broadcast;”
- changes in common core are more applicable to today’s mass communication students;
- changes will strengthen options to allow students more in-depth knowledge in each area; and
- no new funds required.

**NWOSU – Bachelor of Science in Education in Elementary Education (013)**

Degree program course requirement changes:
- add five courses and increase core program requirements from 15 to 30 hours;
- restructure program requirements to enhance alignment with national and state standards and NWOSU’s conceptual framework;
- total degree hours remains the same;
- change will allow students to meet and demonstrate knowledge and skills for national standards and prepare students for state examinations; and
- no new funds required.

**NWOSU – Bachelor of Science in Education in Special Education (055)**

Degree program course requirement changes:
- add five courses, delete one course, and modify course number and credit hours for one course;
- decrease core hours from 23 to 22, increase related studies program requirements from 9 to 24, eliminate pre-student teaching semester, and decrease general education hours from 58 to 55 (total degree hours remains the same);
- realign program requirements to parallel special education with elementary program;
- changes will allow teacher candidates to be certified in special education and either elementary or early childhood, and qualify for standard licensure in more than one area;
- changes are commensurate with proposed changes at graduate level; and
- no new funds required.
NWOSU – Bachelor of Science in Education in Early Childhood Education (057)
Degree program course requirement changes:
• restructure program requirements to meet national and state standards and better prepare students for state examinations;
• total degree hours remains the same;
• changes will align program with other programs across the state and nation and allow students a smooth transition;
• changes will satisfy national recommendations; and
• no new funds required.

SEOSU – Bachelor of Business Administration in Finance (096)
Degree program course requirement changes:
• add BUS 1133 Introduction to Business as a required course in the core requirements, increasing the core hours from 36 to 39;
• replace BUS 3233 Business Communication with ENG 3903 Technical and Professional Writing;
• total number of credit hours for the degree will remain the same;
• changes will allow students to connect to the School of Business and determine career directions earlier in the program;
• no new courses will be added; and
• no new funds required.

SEOSU – Bachelor of Science in Communication and Visual Media (101)
Degree program name change, degree program course requirement change, option deletion:
• change degree name to Bachelor of Science in Graphic Design and Visual Media;
• delete options in “art,” “communication,” and “technology;”
• total number of credit hours for the degree will remain the same;
• degree was reorganized under the Art Department making the options unnecessary;
• 17 courses will be deleted; and
• no funds available for reallocation.

SWOSU – Bachelor of Science in Administration Allied Health Services (005)
Degree program name change:
• change name to Bachelor of Science in Health Care Administration;
• change is based on modernization and recognition of title used in professional field;
• change will also facilitate student recognition of the program and more accurately reflect the academic and applied components of the degree;
• no courses will be added or deleted; and
• no new funds required.

CSC – Associate in Science in Pre-Nursing (034)
Option additions:
• add options “RN-BSN” and “generic BSN;”
• change will allow students the opportunity to transfer to a four-year program;
• no courses will be added or deleted; and
• no new funds required.
NEOAMC – Associate in Science in Pre-Engineering (020)
Option addition:
- add “math” option;
- change will allow more flexibility for students transferring to a baccalaureate program;
- no courses will be added or deleted; and
- no new funds required.

NOC – Associate in Applied Science in Office Management (060)
Option addition:
- add “medical assistant” option;
- change will provide students necessary skills and preparation for clinical and administrative careers or transfer to a four-year university;
- no courses will be added or deleted; and
- no new funds required.

OSU-OKC – Associate in Applied Science in Business Technology in Computer Information Systems (005)
Degree program course requirement changes and option name change:
- change option name from “business information systems” to “business information systems emphasis computer information systems;”
- restructure program requirements to align with area industry demands;
- delete 14 courses and add 12 courses; and
- no new funds required.

RCC – Associate in Applied Science in Criminal Justice (045)
Option addition:
- add “juvenile justice” option;
- change addresses a need in the juvenile justice field, and provides students educational and promotional opportunities;
- no courses will be added or deleted; and
- no new funds required.

RCC – Associate in Applied Science in Business Administration Technology (058)
Degree program course requirement changes:
- add 1 course to core program requirements for all options, increasing hours from 12 to 15, and delete 3 hours of institutional requirements;
- decrease required computer science hours from 12 to 9 for the administrative assistant option, and increase management hours from 6 to 9;
- changes will provide students more options and computer skills, and fulfill RCC’s Computer Literacy Requirement Policy; and
- no new funds required.

RCC – Associate in Science in Mathematics (020)
Degree program course requirement changes:
- increase general education requirement hours from 34 to 37 to bring the program into compliance;
- increase total degree hours from 61 to 64;
- modify elective course selection to provide students effective guidance; and
- no new funds required.
RCC – Associate in Science in Biological and Pre-Professional Health Sciences (028)
Option deletion and course requirement change:
- delete “pre-pharmacy” option;
- increase general education requirements from 36 to 37 hours and decrease program requirements from 24 to 23 hours, with no change in total degree hours required; and
- no new funds required.

RCC – Associate in Arts in Business Administration (005)
Degree program course requirement changes:
- add one course to core program requirements, add one course as an option to business program requirements, and delete three hours of institutional requirements;
- total degree hours remains the same;
- changes will allow students flexible options and provide necessary computer/software skills for success as a business professional;
- changes will satisfy RCC’s Computer Literacy Requirement Policy; and
- no new funds required.

Rose – Associate in Applied Science in Networking (111)
Option addition:
- add “cyber security” option;
- change will prepare students for certification exams;
- no courses will be added or deleted; and
- no new funds required.

Rose – Associate in Science in Business (007)
Option additions:
- add options in “college of business” and “corporate education;”
- change will allow joint partnership with OU College of Liberal Studies and U.S. Postal Service National Center for Employee Development;
- no courses will be added or deleted; and
- no new funds required.

Rose – Associate in Science in Wellness (107)
Option addition:
- add “personal trainer” option;
- change will allow more flexibility for students;
- no courses will be added or deleted; and
- no new funds required.

Rose – Associate in Arts in Political Science (050)
Option additions:
- add options “political science” and “international studies;”
- change will allow students a more global education;
- change positions program for transfer to baccalaureate programs;
- no courses will be added or deleted; and
- no new funds required.
TCC – Associate in Applied Science in Electronics Technology (031)
Certificate in Electronics Technology (223)
Option addition and deletions:
• add “biomedical equipment technology” option to certificate only;
• change will provide students gainful employment opportunities and prepare them for national certification examination;
• delete options in “industrial maintenance” for both programs, the “wireless option” for the associate, and the “first class stationary engineer” and “electromechanical support tech” options for the certificate;
• one part-time student remains in the “electromechanical support tech” option, and will be accommodated to complete the program;
• changes reflect curricular reorganization;
• no courses will be added or deleted; and
• no new funds required and no funds available for reallocation.

TCC – Associate in Applied Science in Marketing (046)
Option addition:
• add “Disney internship” option;
• change will provide students the fundamentals for gainful employment in the marketing industry and allow participation in the Disney internship program in Orlando, Florida;
• three new courses will be added; and
• no new funds required.

TCC – Associate in Applied Science in Quality Control Technology (068)
Certificate in Quality Control Technology (188)
Option deletion:
• delete “welding technology” option from both programs;
• change is due to the decline in enrollment;
• eight courses will be deleted; and
• no funds available for reallocation.

TCC – Associate in Applied Science in Computer Information Systems (098)
Certificate in Computer Information Systems (133)
Option additions and deletions:
• add “web development” option to both programs;
• change will provide students knowledge to perform as a web developer;
• delete option in “internet programming” from both programs and “applications software” and “Microsoft certified solutions developer” (MCSD) options from the certificate;
• nine students remain in “internet programming,” four students remain in “applications software,” and one student remains in MCSD
• these students will be accommodated;
• changes reflect curricular restructuring and lack of enrollment;
• two courses will be added and five courses will be deleted; and
• no new funds required and no funds available for reallocation.
TCC – Associate in Applied Science in Interpreter Preparation (087)
Certificate in Interpreter Preparation (191)
Degree program name changes:
- change degree program names to Associate in Applied Science and Certificate in Interpreter Education;
- change more appropriately reflects the content of the programs;
- no courses will be added or deleted; and
- no new funds required.

TCC – Associate in Applied Science in Management (093)
Certificate in Management (193)
Option name change and option deletions:
- change option “food manufacturing technology second certificate” to “advanced food manufacturing technology for certificate program;”
- delete “industrial management” option from both programs and “call center management certificate” from certificate;
- four students remaining in the “industrial management” option will be accommodated;
- changes reflect updated curricula;
- no courses will be added or deleted; and
- no new funds required and no funds available for reallocation.

TCC – Associate in Applied Science in Manufacturing Engineering Technology (151)
Option deletions:
- delete “buffing specialist,” “label and sealing specialist,” and “tooling specialist” options;
- change is due to restructuring of current options offered for KWIKSET;
- no courses will be deleted; and
- no funds available for reallocation.

TCC – Associate in Applied Science in Business (153)
Certificate in Business (241)
Option deletions:
- delete “customer account representative option 2” from the associate program;
- change will reconcile State Regents’ and TCC registrar records;
- delete “accredited legal secretary” option from the certificate;
- no students remain in the option;
- changes reflect low enrollment;
- one course will be deleted; and
- no funds available for reallocation.

TCC – Associate in Applied Science in Child Development (200)
Certificate in Child Development (206)
Option addition, option deletion, and option name change:
- add “teacher assistant” option to associate program;
- change will provide students the knowledge and skills necessary to assist certified classroom teachers in public schools;
- change option name “parateacher” to “teacher assistant” and delete “parateacher certificate” option for certificate;
- changes will update the curriculum;
• no courses will be added or deleted; and
• no new funds required and no funds available for reallocation.

TCC – Associate in Science in Human Services (228)
Option deletion:
• delete “pre-professional” option;
• OSU no longer offers the degree program to which this option transferred;
• no students remain in the option;
• no courses will be deleted; and
• no funds available for reallocation.

TCC – Associate in Arts in Communications (005)
Option addition:
• add “communication sciences and disorders” option;
• change will allow students to transfer into OSU-Tulsa’s communication services disorders program, with the associate degree counting toward the first two years of the baccalaureate degree;
• four new courses will be added; and
• no new funds required.

TCC – Associate in Arts in International Studies (213)
Option addition:
• add “Middle East” option;
• change will provide students more global options;
• one new course will be added; and
• no new funds required.

TCC – Certificate in Drafting Engineering Technology (175)
Option deletion:
• delete “computer aided design certificate” option;
• change reflects reorganization in drafting and design engineering program;
• four students remain in the option;
• one course will be deleted; and
• no funds available for reallocation.
AGENDA ITEM #24-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)

5 course requirement changes

POLICY ISSUES:

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

ANALYSIS:

OU – Bachelor of Science in Botany (021)

Course requirement changes:
- decrease major required areas from six to four (total major hours remain the same) and realign courses in these areas so students take at least one course from the four areas;
- require two upper-division botany courses with labs;
- changes provide flexibility in choice of courses;
- no courses will be deleted or added; and
- no new funds required.

OU – Bachelor of Arts in Anthropology (008)

Course requirement change:
- add one new course to required upper-division sociocultural list;
- change will enhance student training in sociocultural theory and practice; and
- no new funds required.

OU – Bachelor of Arts in Sociology (212)

Course requirement changes:
- place a limit of three sociology course credit hours taken through correspondence to count toward major requirements;
- delete two elective courses from section III adding them to section II Substantive Area Courses and add three courses to option list to be completed prior to capstone course;
- total number of required credit hours will not change;
• changes will limit number of courses students take outside regular instruction format and provide flexible options for students; and
• no new funds required.

OU – Bachelor of Arts in Communication (221)
Course requirement changes:
• add three acceptable courses for communication statistics requirement;
• these courses are routinely accepted by The Department of Communication as substitution for communication statistics course;
• change eliminates the need to review requests on a case-by-case basis;
• no courses will be deleted or added; and
• no new funds required.

OU – Bachelor of Arts in Film and Video Studies (316) (FVS)
Course requirement changes:
• delete ENGL 3323 from and add MLLL 3943 to the list of guided electives;
• total number of required credit hours will not change;
• ENGL 3323 no longer has a significant film component;
• change will expand the scope of national cinemas currently available for FVS students; and
• no new funds required.
AGENDA ITEM #24-a (3):

Programs.

SUBJECT: Ratification of approved institutional requests to suspend degree programs.

RECOMMENDATION:

It is recommended that the State Regents ratify approved institutional requests to suspend existing academic programs, as detailed below.

BACKGROUND:

Oklahoma State University (OSU) requests authorization to suspend the Master of Arts in Arts Management (415).

Cameron University (CU) requests authorization to suspend the Associate in Applied Science in Applied Technology (595).

Northeastern State University (NSU) requests authorization to suspend the Bachelor of Science in Education in Technology Education (048), Bachelor of Arts in Education in Mass Communication Education (051), Master of Education in Special Education (089), Bachelor of Science in Education in Family and Consumer Science Education – Vocational (109), and Bachelor of Business Administration in Telecommunications Management (127).

Southeastern Oklahoma State University (SEOSU) requests authorization to suspend the Bachelor of Science in Physics (040).

POLICY ISSUES:

Suspending programs is consistent with the State Regents’ “Policy Statement on Program Review,” which was revised at the January 29, 1999 meeting to include a “suspend” category for academic programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs and will be reinstated or deleted within three years.

ANALYSIS:

Oklahoma State University

OSU requests suspension of the Master of Arts in Arts Management (415). OSU reports limited resources have made it necessary to suspend this program, which was designed to serve OSU’s students in Tulsa aspiring to work in management positions for non-profit organizations. The program suspension will allow time to evaluate student demand for the program and its role at OSU-Tulsa. It is understood that in accordance with the Program Review Policy, no students will be recruited or admitted to the program, and the program will not be listed in the college catalog. It is further understood OSU will reinstate or delete the suspended program by May 7, 2007.
Cameron University
CU requests suspension of the Associate in Applied Science in Applied Technology (595). CU administration indicates the demand for the program is low and a review will be completed to determine how to use this program to serve the needs of military and vocational students. No students remain in the program. No courses will be deleted. It is understood that in accordance with the Program Review Policy, no students will be recruited or admitted to this program, and the program will not be listed in the college catalog. It is further understood that CU will reinstate or delete the suspended program by April 5, 2007.

Northeastern State University
NSU requests suspension of the Bachelor of Science in Education in Technology Education (048), Bachelor of Arts in Education in Mass Communication Education (051), Master of Education in Special Education (089), Bachelor of Science in Education in Family and Consumer Science Education – Vocational (109), and Bachelor of Business Administration in Telecommunications Management (127). NSU reports low productivity of all five programs. The B.S.E. in Technology Education has only graduated 12 students in the past five years. The B.A.E. in Mass Communication Education has had only two graduates in the past five years and only three majors in fall 2003. Those students will be accommodated in order to complete the program or transfer to another major. In the past five years the B.S.E. in Family and Consumer Science has graduated only 19. There have been 22 graduates in the BBA in Telecommunications Management in the past five years, but NSU reports high operational costs for this program. The suspension will allow NSU time to possibly revive the program and time for improvement in the economy. It is understood that in accordance with the Program Review Policy, no students will be recruited or admitted to these programs, and the programs will not be listed in the college catalog. It is further understood that NSU will reinstate or delete the suspended programs by May 6, 2007.

Southeastern Oklahoma State University
SEOSU requests suspension of the Bachelor of Science in Physics (040). SEOSU reports budget constraints and other factors hindering expansion of the faculty from one tenure track physicist, thus making it difficult to build the program. It is understood that in accordance with the Program Review Policy, no students will be recruited or admitted to this program, and the program will not be listed in the college catalog. It is further understood that SEOSU will reinstate or delete the suspended program by June 4, 2007.

Authorization was granted by the Chancellor for the above requests. State Regents’ ratification is requested.
AGENDA ITEM #24-b:

Courses.

SUBJECT: Ratification of approved courses and programs for the Southern Regional Education Board (SREB) Electronic Campus.

RECOMMENDATION:

It is recommended that the State Regents ratify the approval of courses and programs 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 Cameron University (CU) comprising 48 individual courses and 3 degree programs. Offerings from Oklahoma institutions listed within the Electronic Campus now total 444 courses and 15 degree programs. CU has provided information concerning the quality of the courses and programs 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
## Southern Regional Electronic Campus

**Approved Course and Program Additions**

### Cameron University

### APPROVED COURSES

<table>
<thead>
<tr>
<th>Course Listing</th>
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<tbody>
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<td>Principles of Financial Accounting</td>
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<tr>
<td>ACCT 2023</td>
<td>Principles Cost/Managerial Accounting</td>
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<td>ACCT 5033</td>
<td>Accounting Info Sys Concepts</td>
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<td>ACCT 5243</td>
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<td>COMM 1113</td>
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<td>ECON 5113</td>
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<td>ECON 5313</td>
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<td>ECON 5933</td>
<td>Issues in Global Economics</td>
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<tr>
<td>EDUC 5553</td>
<td>Communicating: Websites</td>
</tr>
<tr>
<td>ENGL 1113</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ENGL 1213</td>
<td>English Composition II</td>
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<td>FAMS 1123</td>
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<td>Financial Concepts</td>
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<td>HIST 1493</td>
<td>U.S. History Since 1865</td>
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<tr>
<td>HLTH 1012</td>
<td>Wellness &amp; Exercise Science</td>
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<tr>
<td>MATH 0213</td>
<td>Intermediate Algebra</td>
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<tr>
<td>MATH 1513</td>
<td>College Algebra</td>
</tr>
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<td>MGMT 3013</td>
<td>Principles of Management</td>
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<td>MIS 3013</td>
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<tr>
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<td>Legal &amp; Ethical Issues</td>
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<td>Distance Learning Develop</td>
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<td>PE 1001</td>
<td>Aerobics-Individualized</td>
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<td>PHIL 1113</td>
<td>Introduction to Philosophy</td>
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<td>PSY 5013</td>
<td>Research Methods in Behavioral Science</td>
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<tr>
<td>THTR 1103</td>
<td>Intro to Theatre</td>
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</tbody>
</table>

**APPROVED PROGRAMS**

- Associate in Applied Science in Applied Technology
- Associate in Science in Interdisciplinary Studies
- Master of Business Administration
AGENDA ITEM #24-c:

Cooperative Agreements.

SUBJECT: Ratification of approved institutional requests regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Cameron University’s (CU) request for a cooperative agreement and acknowledge Rogers State University’s (RSU) modifications to existing cooperative agreements, as detailed below.

BACKGROUND:

In 1988, the State Regents approved the “Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges.” The policy was designed to expand Oklahomans’ educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma’s colleges and technology centers. Currently, 323 cooperative agreements (involving 117 associate in applied science programs) are offered through 18 colleges and 29 career technology centers (CTC) and 2 out-of-state CTCs.

At the January 24, 1997 meeting, the State Regents approved revisions to the Cooperative Agreement Policy that allow high school students meeting specified requirements to enroll in cooperative agreements.

CU requests authorization for a cooperative agreement with Great Plains Technology Center (GPTC). This cooperative agreement will allow students to receive college credit for coursework completed at the technology center toward Associate in Applied Science (AAS) in Criminal Justice (550), as detailed below.

RSU requests acknowledgement of revisions to existing cooperative agreements with Tulsa Technology Center (TTC) and Central Technology Center (CenTC) involving the AAS in Applied Technology (111), as detailed below.

POLICY ISSUES:

These actions are consistent with the State Regents’ “Guidelines for Approval of Cooperative Agreements.”

ANALYSIS:

CU requests authorization to establish a cooperative agreement with GPTC, whereby students may earn up to 6 credit hours toward the AAS in Criminal Justice (550). Security Guard courses at GPTC comply with standards set forth by the Council on Law Enforcement Education and Training.
RSU requests acknowledgment of revisions to its existing cooperative agreement with TTC involving the AAS in Applied Technology (111), to include program areas in CISCO Certified Network Professional, Web Administration, Web Design and Website Design (separate program areas), Web Foundations, and Web Programming. Two of the program areas may be combined to complete up to a 30-hour technical specialty for the AAS in Applied Technology. The Laboratory Science Technology I and II program areas are also being accepted.

RSU also requests acknowledgment of revisions to its existing cooperative agreement with CenTC involving the AAS in Applied Technology (111), to include Cyber Security Technology, Construction Trades, Welding - Fabrication Technology, Practical Nursing, Automotive Service Technology, and Motorcycle - Small Engine Technology for up to 30 credit hours in the technical specialty.

It is understood that general education courses required for these degree programs will not be offered as part of these agreements, and high school students will be permitted to enroll in accordance with State Regents’ policy. Institutional and CTC faculty and staff will serve on oversight and evaluation committees for the cooperative agreements. The committees will meet at least annually to review course content, relevance, and instructional methods as related to the established course and program competencies.

Approval of these requests was granted by the Chancellor. State Regents’ ratification is requested.
AGENDA ITEM #24-d:

Academic Nomenclature.

SUBJECT: Ratification of institutional request to change nomenclature of an academic department.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved academic nomenclature change as described below.

BACKGROUND:

Oklahoma State University (OSU) requests ratification of its department name change from “Occupational Education Studies” to “Career and Technical Education” in the College of Education.

POLICY ISSUES:

This action is consistent with the State Regents’ “Approval of Changes in Academic Structure and Nomenclature at Institutions in the Oklahoma State System of Higher Education.”

ANALYSIS:

The faculty of the Department of Occupational Education Studies (OCED) met with constituents and partners to collaboratively review the requested department name change. Institutional representatives from OSU – Oklahoma City and Northern Oklahoma College fully support the change.

This new name coincides with the program modification request to change the name of the baccalaureate degree in this department accordingly (see Program Modification agenda item). The proposal was approved by departmental faculty, the College of Business, and the OCED Advisory Committee. The president and OSU board also approved the request.

Approval of this request was granted by the Chancellor. State Regents’ ratification is requested.
AGENDA ITEM #24-e:

Post Audit.

SUBJECT: Approval of institutional requests for final approval and review schedule extension for existing programs.

RECOMMENDATION:

It is recommended that the State Regents approve institutional requests for final approval of degree programs and review schedule extension for existing degree programs, as detailed below.

BACKGROUND:

The State Regents approve new programs provisionally with institutionally established and State Regents approved criteria to be met prior to final approval. Examples of final program approval criteria include: minimum number of enrollments, graduates, and/or full-time equivalent enrollments (FTEs); accreditation from a regional or national accrediting agency; post-graduation employment rates; specific academic achievement profiles; and/or minimum ranking or pass rates on standardized tests or licensure examinations.

A summary of the recommendations is provided below. The accompanying table outlines the criteria, productivity, and recommendations for each degree program.

POLICY ISSUES:

These actions are consistent with the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

As noted above, the following recommendations are included in the table (Attachment A), which lists the degree program, date of approval, criteria established by the institution and approved by the State Regents, productivity level, status of other criteria, and recommendations for the program.

Recommendation: Final Approval

Southeastern Oklahoma State University (SEOSU)

- Master of Science in Aerospace Administration (079)

This program exceeded the productivity criteria (achieved 112 enrolled over the 20 required and achieved 57 graduates over the 8 required). SEOSU has demonstrated strong student demand for the program. Final approval is recommended.
Southeastern Oklahoma State University (SEOSU)
- Bachelor of Science in Communication and Visual Media (101)
This program met or exceeded the productivity criteria (achieved 44 enrolled over the 20 required and achieved the 10 graduates required). SEOSU has demonstrated strong student demand for the program. Final approval is recommended.

Rogers State University (RSU)
- Bachelor of Technology in Applied Technology (107)
This program exceeded the productivity criteria (achieved 78 enrolled over the 15 required and achieved 12 graduates over the eight required). RSU has demonstrated strong student demand for the program. Final approval is recommended.

Rogers State University (RSU)
- Bachelor of Science in Social Sciences (110)
This program exceeded the productivity criteria (achieved 151 enrolled over the 20 required and achieved 14 graduates over the 6 required). RSU has demonstrated strong student demand for the program. Final approval is recommended.

Northeastern Oklahoma A&M College (NEOAMC)
- Associate in Arts in Native American Studies (108)
This program was approved at the State Regents’ May 31, 1995 meeting and granted an extension at the June 30, 1999 meeting. Although it has struggled with productivity numbers, NEOAMC requests continuation of the program in light of the following: 1) a donation of $50,000 to scholarship students in the program; 2) the addition of Native American studies to the Course Equivalency Project for better articulation of courses; 3) the program contributes to the positive relationship with area tribal leaders; and 4) the minimal cost to the institution to maintain the program. Final approval as a low producing program is recommended.

Recommendation: Review Schedule Extension

Oklahoma State University (OSU)
- Post Master’s Certificate in International Studies (425)
- Certificate in Ancient and Medieval Studies (417)
- Certificate in Asian Studies (418)
- Certificate in Latin American Studies (419)
- Certificate in Russian and Eastern European Studies (420)
- Certificate in African-American Studies (421)
- Certificate in Native American Studies (422)
These programs are offered in addition to degree plans for current students, so there are no students in these programs as majors; thus, productivity has been limited to graduates only rather than majors and graduates. Although many students have completed the certificates, the institution is in the process of reviewing the relevance of the offerings and is expected to request deletion of the certificates during the 2004-05 academic year. Extension of the review schedule until June 2005 is recommended, while the direction of the certificates is determined.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Date Approved</th>
<th>Graduates</th>
<th>Headcount Enrollment</th>
<th>FTE/Other</th>
<th>Program Reviews</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEOSU – MS Aerospace Administration (079)</td>
<td>5-26-00</td>
<td>8</td>
<td>02-03</td>
<td>20 F03</td>
<td>N/A</td>
<td>2004 2009</td>
</tr>
<tr>
<td>SEOSU – BS Communications and Visual Media (101)</td>
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<td>10</td>
<td>02-03</td>
<td>20 F03</td>
<td>N/A</td>
<td>2004 2009</td>
</tr>
<tr>
<td>RSU – BT Applied Technology (107)</td>
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<td>8</td>
<td>02-03</td>
<td>15 F03</td>
<td>N/A</td>
<td>2004 2009</td>
</tr>
<tr>
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<td>20 F03</td>
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<td>2004 2009</td>
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<td>2004 2009</td>
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<td>Date Approved</td>
<td>Graduates</td>
<td>Headcount Enrollment</td>
<td>FTE/Other</td>
<td>Last Review</td>
<td>Next Review</td>
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<td>-----------</td>
<td>-------------</td>
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<td>5 15 F03 21</td>
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<td>N/A</td>
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<td>N/A</td>
<td>2004 2005</td>
</tr>
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<td>N/A</td>
<td>2004 2005</td>
</tr>
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<td>N/A</td>
<td>2004 2005</td>
</tr>
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<td>FTE/Other Criteria</td>
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<tr>
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<td>N/A</td>
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<tr>
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<td>10 F03</td>
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</table>
AGENDA ITEM #24-f:

Tulsa Reconciliation Scholarship.

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 for Booker T. Washington High School.

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.

At their May 28 meeting, the State Regents approved nominees for the 2004-05 year for all Tulsa high schools except Booker T. Washington High School. The necessary documentation for the Washington nominees had not been provided at that time. Since then, the documentation has been provided.

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. Listed below are the nominees submitted by Booker T. Washington High School.

**Booker T. Washington High School**

- Brandon Hawkins $1,000
- Sharonda Wayne $1,000

State Regents’ staff has reviewed the nomination forms and supporting documentation. 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. It is recommended that the State Regents approve the awards to the nominees submitted.
AGENDA ITEM #24-g:

Capital.

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of May 13, 2004, through June 14, 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 May 13, 2004, through June 14, 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 $5,240,139. This total is represented $1,541,733 in Section13/New College allotments and $3,698,405 in State Fund allotments.
### ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS
(For the Period of May 13, 2004, through June 15, 2004)
Section 13, New College, and State Funding Sources

<table>
<thead>
<tr>
<th>Institution</th>
<th>Resolution No.</th>
<th>Source of Funds</th>
<th>Project Name</th>
<th>Date</th>
<th>Allotted Amounts</th>
<th>State Fund Amounts</th>
<th>Totals by Institution</th>
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<tr>
<td>Oklahoma State University</td>
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<tr>
<td></td>
<td></td>
<td>600-Section 13</td>
<td>General Campus Maintenance</td>
<td>6/10/2004</td>
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<td>650-New College</td>
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<td>6/10/2004</td>
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<td>650-New College</td>
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<td>650-New College</td>
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<td>295-State</td>
<td>Library Expansion</td>
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<td>600-Section 13</td>
<td>General Repairs and Renovations</td>
<td>5/18/2004</td>
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<td>Southwestern OK State University</td>
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<td>295-State</td>
<td>Chemistry, Pharmacy and Physics Building</td>
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<td>Northern OK College</td>
<td>650-New</td>
<td>Computers and Networking - Stillwater</td>
<td>5/17/2004</td>
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<td>650-New</td>
<td>Dorm: Furniture &amp; Renovation</td>
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<td>600-Section 13</td>
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<td>4455</td>
<td>Remodel 2nd &amp; 3rd Floors Main Building</td>
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<td>Redlands Community College</td>
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<td>4458</td>
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<td>4458</td>
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<td>Western Oklahoma State College</td>
<td>4457</td>
<td>Roofing, HVAC</td>
<td>6/10/2004</td>
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<td><strong>System Totals</strong></td>
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<td><strong>1,541,733</strong></td>
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</tr>
</tbody>
</table>

|                      |              |                                                   |                 | **3,698,405**|
|                      |              |                                                   |                 | **5,240,139**|
AGENDA ITEM #24-h:

Supplemental Allocations.

SUBJECT: Approval of revolving fund allocation and revised budget for one institution

RECOMMENDATION:

It is recommended that the State Regents ratify the authorization of the revision to Educational and General, Part I Budget allocation as requested in the resolution following this memorandum and approve the revised budget.

BACKGROUND:

An additional allocation of Revolving Funds for the 2003-2004 fiscal year in support of the Educational and General Budget - Part I has been requested by one institution 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:

Eastern Oklahoma State College has requested that the allocation for the FY2004 E&G Budget be increased from $8,489,964 to $8,534,080, an increase of $44,116. 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 and supplies and other operating expenses.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4451

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Agency No.</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Eastern Oklahoma State College</td>
<td>240</td>
<td>$44,116</td>
</tr>
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</table>

These are fiscal year funds for encumbrance not later than June 30, 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 June 30, 2004.

Paul G. Risser, Chancellor

Duly subscribed and sworn to before me this 30th day of June 2004.

________________________________________
Notary Public

My commission expires ____________________.
AGENDA ITEM #24-i:

Agency Operations.

*Not Available Electronically.*
Not Available Electronically.
AGENDA ITEM #24-j (1):

Contract Agreement.

SUBJECT: Contract with Attorney General

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to enter into a renewal contract (attached) for legal services with the Office of the Oklahoma Attorney General for Fiscal Year 2005.

BACKGROUND:

Since September 2001 the State Regents have contracted with the Attorney General’s office for legal services. The contract has been renewed annually thereafter. Upon the departure of A.G.G Lisa Davis, to become General Counsel to Governor Brad Henry, the contract was modified (and approved by the State Regents on February 13, 2004, to substitute the half-time services of AAG Gretchen Harris. Ms. Harris has been with the Attorney General's office for many years, and is a senior attorney with extensive experience in state government, including the Oklahoma Securities Commission, the Central Purchasing Department, and the Department of Tourism and Recreation.

POLICY ISSUES:

Contracts for legal services between the Oklahoma Attorney General and certain named agencies, specifically including the State Regents, is authorized by 74 O.S. 2001, § 18 as amended. This is a renewal of an existing contract.

ANALYSIS:

The contract retains considerable value to the State Regents and to the State System.

- The contract provides a strong connection with the AG's office, current information about the AG's thinking on a variety of legal issues, and links to the AG's advice to other agencies on issues of common concern, among other intangible benefits.

- The contract has enabled us to provide legal services support to the higher education centers, to the Quartz Mountain Arts and Conference Center and Nature Park, and to small institutions that do not have ready access to legal services. This is consistent with our preventive law philosophy.

- Ms. Harris' prior experience is especially relevant to our needs with respect to the Quartz Mountain Arts and Conference Center and Nature Park.

The annual cost of the contract is $48,328.10 and will be billed at $4,027.34 per month. This includes Ms. Harris' salary, benefits, and non-salary costs incurred in connection with the provision of legal services
pursuant to the contract. A copy of the proposed contract is attached. Approval of the contract is recommended.
CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2005

1. **PARTIES:**
   
   This Agreement is between the Office of Attorney General and the Oklahoma State Regents for Higher Education (OSRHE), and the authorized signatures below bind the parties to the terms set out hereafter.

2. **AUTHORITY:**
   
   This Agreement is authorized by virtue of 74 O.S. 2001, § 18/.

3. **CONTRACT DURATION:**
   

4. **CONSIDERATION:**
   
   (a) The Attorney General’s Office (“AGO”) shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of $48,328.10 annually, with monthly payments in the amount of $4,027.34. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. OSRHE shall reimburse the Assigned
Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE.

(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE’s official duties, particularly including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings of the OSRHE as necessary and other legal needs, consistent with the provisions of Paragraph 6.

(c) The Assigned Attorney, if requested by the OSRHE, shall provide quarterly reports to the OSRHE setting forth the time expended and the work performed by the Assigned Attorney. These reports shall be furnished by October 15, January 15, April 15 and July 15.

(d) It is explicitly recognized, however, that the consideration paid herein by the OSRHE is in the nature of a retainer which enables the Assigned Attorney to employ an additional half-time equivalent employee for the duration of this contract, and ensure the availability of the Assigned Attorney for the OSRHE regardless of whether the Assigned Attorney is in fact utilized. It is agreed by the parties that the Assigned Attorney’s obligation to provide legal services to the OSRHE will be fulfilled by the availability of the Assigned Attorney for the purposes provided for in this Agreement, regardless of the number of hours actually used by the OSRHE. It is also agreed by the parties that the AGO will not make substantive assignments of non-OSRHE work to the Assigned Attorney, except to the extent applicable to other AGO General Counsel Division lawyers. In no event should such assignments conflict with the obligations to the OSRHE created by this contract. It is further
agreed that the Assigned Attorney will be expected to attend staff meetings and other routine administrative functions of the AGO.

5. **OFFICE LOCATION:**

The Assigned Attorney will maintain an office with the AGO, to facilitate the delivery of legal services.

6. **SUPERVISION:**

The Assigned Attorney will be expected to coordinate his/her activities on behalf of the OSRHE with the OSRHE General Counsel. The OSRHE, acting through the Chancellor and his designee, reserve the right to determine the scope of the Assigned Attorney’s activities on their behalf. However, the supervision of the Assigned Attorney and his/her work product, and its consistency with AGO policies, shall remain the prerogative of the AGO.

7. **TERMINATION:**

This agreement may be terminated by either party upon 60 days written notice.

8. **AGENCY DESIGNEES:**

The authorized agent and designee for the Office of Attorney General is Gay Abston Tudor. The authorized agent and designee for the OSRHE is Paul G. Risser.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

By:  
Paul G. Risser  
Chancellor

**OFFICE OF THE ATTORNEY GENERAL**

By:  
Gay Abston Tudor  
Assistant Attorney General  
Chief, General Counsel Section

DATE:  
DATE: 5/24/04
AGENDA ITEM #24-j (2):

Contract Agreement.

*Not Available Electronically.*
AGENDA ITEM #25-a:

Reports.

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. Requested Degree Program Name Changes
VII. Approved Degree Program Name Changes
VIII. Completed Cooperative Agreements
IX. Suspended Programs
X. Reinstated Programs
XI. Approved Inventory Reconciliations
## CURRENT DEGREE PROGRAM INVENTORY

**June 30, 2004**

(Table reflects actions taken at the May 28, 2004 State Regents’ meeting)

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<th>Institution</th>
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<th>Associate in Applied Science</th>
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<th>Master's</th>
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| System Total | 1,675 | 287 | 247 | 606 | 258 | 108 | 15 | 1,521 | 154 |
### I. Letters of Intent

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<th>Institution</th>
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<th>Date Received</th>
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<td>WOSC</td>
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<td>OCCC</td>
<td>Associate in Applied Science in Automotive Management</td>
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### II. Degree Program Requests Under Review
*July 1, 2003 to present*

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<th>Degree Program</th>
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<td>4/26/04</td>
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### III. Approved New Program Requests
*July 1, 2003 to present*

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<td>8/1/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
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<td>September 12, 2003</td>
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<td>Date</td>
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<tr>
<td>OSU</td>
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<td>5/12/03</td>
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<td>5/12/03</td>
<td>October 30, 2003</td>
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<tr>
<td>OSU-OKC</td>
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<td>10/16/03</td>
<td>December 4, 2003</td>
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<tr>
<td>OSUTB-OKM</td>
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<td>December 4, 2003</td>
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<td>TCC</td>
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<td>ROSE</td>
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<tr>
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<td>10/27/03</td>
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<td>10/27/03</td>
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<td>February 13, 2004</td>
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<td>February 13, 2004</td>
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### IV. Requested Degree Program Deletions

*July 1, 2003 to present*

<table>
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<tr>
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<th>Degree Program (program code)</th>
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<th>Scheduled for Action</th>
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<tr>
<td>NSU</td>
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<td>NSU</td>
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<td>OSU</td>
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<td>Bachelor of Science in Pre-Pharmacy (041)</td>
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## V. Approved Degree Program Deletions

July 1, 2003 to present

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<tr>
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<th>Date Approved</th>
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<tr>
<td>SEOSU</td>
<td>Bachelor of Arts in Speech Education (050)</td>
<td>7/14/03</td>
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<td>Associate in Applied Science in Golf Course Management (118)</td>
<td>7/29/03</td>
<td>September 12, 2003</td>
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<td>OCCC</td>
<td>Certificate in Manufacturing Technology (085)</td>
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<td>OSU-OKC</td>
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<td>10/2/03</td>
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<td>11/24/2003</td>
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<td>1/12/2004</td>
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<td>SWOSU</td>
<td>Master of Education in Natural Science Education (074)</td>
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<td>SWOSU</td>
<td>Master of Education in Social Science Education (080)</td>
<td>1/12/2004</td>
<td>February 13, 2004</td>
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<tr>
<td>SWOSU</td>
<td>Master of Education in Technology Education (069)</td>
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<tr>
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<td>Bachelor of Fine Arts in Art History (014)</td>
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<td>Associate in Applied Science in Gerontology (069)</td>
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VI. Requested Degree Program Name Changes  
July 1, 2003 to present

<table>
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<tr>
<th>Institution</th>
<th>Current Program Name (program code)</th>
<th>Proposed Program Name</th>
<th>Date Rec'd</th>
<th>Status</th>
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<tbody>
<tr>
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<td>Bachelor of Science in Administration Allied Health Services (005)</td>
<td>Bachelor of Science in Health Care Administration</td>
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<tr>
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<td>Bachelor of Science in Career and Technical Education</td>
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<td>June 30, 2004</td>
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<tr>
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VII. Approved Degree Program Name Changes  
July 1, 2003 to present

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<th>Date Approved</th>
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<tr>
<td>SWOSU</td>
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<td>Doctor of Philosophy in Electrical Engineering (061)</td>
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## VIII. Completed Cooperative Agreements

July 1, 2003 to present

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<th>Degree Program (program code)</th>
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<td>Automotive Service Technology (004)</td>
<td>8/6/03</td>
<td>September 12, 2003</td>
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<td>Diesel and Heavy Equipment Technology (018)</td>
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<td>High Plains Technology Center</td>
<td>Business Systems Technology (027)</td>
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<td>September 12, 2003</td>
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<td>6/27/03</td>
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<td>High Plains Technology Center</td>
<td>Office Information Systems Technology (039)</td>
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<td>6/27/03</td>
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<td>Construction Technology (011)</td>
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<td>September 12, 2003</td>
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<tr>
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<td>High Plains Technology Center</td>
<td>Information Technology (012)</td>
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<td>September 12, 2003</td>
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<td>Automotive Collision Repair Technology (003)</td>
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<td>Office Information Systems Technology (039)</td>
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<td>Emergency Medical Services - Municipal Fire Protection (088)</td>
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## IX. Suspended Programs

July 1, 2003 to present

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<th>Date Suspenison Ratified</th>
<th>Date by which program must be reinstated or deleted</th>
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<td>6/16/03</td>
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<td>OSU-OKC</td>
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<td>10/6/03</td>
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<td>Bachelor of Science in Athletic Training (134)</td>
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<td>NSU</td>
<td>Certificate in Psychomotrist (073)</td>
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<td>Certificate in School Psychologist (110)</td>
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<td>3/5/04</td>
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<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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<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) Interdisciplinary Education Option (electronic delivery)</td>
<td>3/23/04</td>
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<td>March 23, 2007</td>
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<td>CU</td>
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<td>4/5/04</td>
<td>6/30/04</td>
<td>April 5, 2007</td>
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<tr>
<td>NSU</td>
<td>Bachelor of Science in Education in Technology Education (048)</td>
<td>5/6/04</td>
<td>6/30/04</td>
<td>May 6, 2007</td>
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<tr>
<td>NSU</td>
<td>Bachelor of Arts in Education in Mass Communication Education (051)</td>
<td>5/6/04</td>
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<td>May 6, 2007</td>
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<tr>
<td>NSU</td>
<td>Master of Education in Special Education (089)</td>
<td>5/6/04</td>
<td>6/30/04</td>
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<td>NSU</td>
<td>Bachelor of Science in Education in Family and Consumer Science Education - Vocational (109)</td>
<td>5/6/04</td>
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<tr>
<td>NSU</td>
<td>Bachelor of Business Administration in Telecommunications Management (127)</td>
<td>5/6/04</td>
<td>6/30/04</td>
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<tr>
<td>OSU</td>
<td>Master of Arts in Arts Management (415)</td>
<td>5/7/04</td>
<td>6/30/04</td>
<td>May 7, 2007</td>
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<td>SEOSU</td>
<td>Bachelor of Science in Physics (040)</td>
<td>6/4/04</td>
<td>6/30/04</td>
<td>June 4, 2007</td>
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</table>
### July 1, 2003 to present

#### Approved Inventory Reconciliations

**XI. Approved Inventory Reconciliations**

<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 [program addition]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in Medical Office Administration (183) [program deletion]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<tr>
<td>TCC</td>
<td>Associate in Science in Individual, Family, and Community Service (220) [program deletion]</td>
<td>6/3/03</td>
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<td>TCC</td>
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<td>6/3/03</td>
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<tr>
<td>TCC</td>
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<td>6/3/03</td>
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<tr>
<td>TCC</td>
<td>Associate in Applied Science in Telecommunications Management (248) [program deletion]</td>
<td>6/3/03</td>
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<tr>
<td>TCC</td>
<td>Certificate in CIS-Digital Video (250) [program deletion]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<tr>
<td>TCC</td>
<td>Certificate in CIS-Web Design (251) [program deletion]</td>
<td>6/3/03</td>
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<td>Change Certificate in Health Information Technology (237) to Certificate in Health Information Technology, Coding &amp; Reimbursement Specialist [program name change]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
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<tr>
<td>TCC</td>
<td>Change Associate in Science in Physical Science (014) to Associate in Science in Science Related Fields of Concentration [program name change]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>TCC</td>
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<td>6/3/03</td>
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<tr>
<td>TCC</td>
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<td>6/3/03</td>
<td>September 12, 2003</td>
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<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) [program name change]</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 [program name change]</td>
<td>6/3/03</td>
<td>September 12, 2003</td>
</tr>
<tr>
<td>LU</td>
<td>Bachelor of Physical Therapy (047) [program deletion]</td>
<td>N/A</td>
<td>October 30, 2003</td>
</tr>
</tbody>
</table>
AGENDA ITEM #25-b:

Reports.

SUBJECT: Student Data Report, 2002-03

RECOMMENDATION:

The report is recommended for State Regents’ acceptance.

BACKGROUND:

The Student Data Report: Oklahoma Higher Education 2002-03 is the 21st annual publication of comprehensive student data from the State Regents’ Unitized Data System (UDS).

POLICY ISSUES:

The annual Student Data Report uses the UDS to produce many of the primary measures of student involvement in higher education such as movement into college, enrollments, student transfer, persistence, and semester credit hours. The tables and figures are intended for use by public officials, institutional administrators, faculty, staff, and regents in the development of higher education plans and programs.

ANALYSIS:

The following are some highlights from the report.

• The projection of high school graduates shows a gradual decline from 37,688 in 2002-03 to 36,411 in 2004-05, followed by a peak of 36,961 in 2009-10, then a steeper decline to 32,979 in 2013-14.

• In 1999, Oklahoma remained 0.4 of a point below the national ACT mean scores. In 2000, Oklahoma narrowed the gap to 0.2 of a point below the national ACT score. In 2003, Oklahoma was 0.3 of a point below the national ACT score.

• Public higher education headcount enrollment decreased from 224,829 in 1993-94 to 209,371 in 1997-98, then generally increased to 228,249 in 2002-03.

• At the public institutions, females outnumbered males in 2002-03 by a ratio of 57 to 43. In 1962, males outnumbered females in Oklahoma higher education by a ratio of 65 to 35. In the fall of 1972, males outnumbered females by a ratio of 60 to 40.
At the public institutions, Business Management was the most popular field of study in 2002-03 with 27,626 (12.1 percent) students enrolled. Education was second with 24,847 (10.9 percent) students enrolled. In 2001-02 and 2000-01, Business Management also was first and Education was second. These have been the top two fields since the first Student Data Report was published in 1982-83.

The most recent three-year average college-going rate direct from high school was 56.3 percent.

Overall, the number of new freshmen decreased 4.5 percent from 38,824 in 1998-99 to 37,077 in 2002-03. The number of new freshmen decreased two of the past five years; the largest percentage increase (8.7 percent) was between 2000-01 and 2001-02.

From 1993-94 to 2002-03, persistence rates (within the state) for new freshmen increased from 87.3 to 90.8 percent at the comprehensive universities, increased from 78.9 percent to 79.7 percent at the regional universities, and increased from 66.1 to 68.6 percent at the two-year colleges. Persistence rates (within the institution) for new freshmen increased from 74.6 to 81.1 percent at the comprehensive universities, increased from 64.0 to 64.9 percent at the regional universities, and increased from 52.8 to 56.1 percent at the two-year colleges.

From 1995-96 to 2002-03, six-year graduation rates (within the state) for new freshmen increased from 49.9 to 60.3 percent at the comprehensive universities and increased from 34.7 to 38.3 percent at the regional universities. At two-year colleges, three-year graduation rates (within the state) for new freshmen increased from 15.4 to 19.9 percent. Six-year graduation rates (within the institution) for new freshmen increased from 44.0 to 55.8 percent at the comprehensive universities and increased from 27.6 to 31.8 percent at the regional universities. At two-year colleges, three-year graduation rates (within the institution) for new freshmen increased from 14.3 to 19.4 percent.

The Student Data Report will be available at [www.okhigher.org](http://www.okhigher.org) under Studies and Reports.