NOTE

This document contains recommendations and reports to the State Regents regarding items on the March 31, 2005 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 March 31, 2005.
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.

4. **Host.** Welcome remarks by President John Hays.

5. **Former State Regents.**
   a. Approval of resolution commemorating the life and contributions of State Regent Ed Latta Calhoon. Page 1.
   b. Approval of resolution commemorating the life and contributions of State Regent Fred McCann. Page 1.1.

6. **FISCAL**

   6. **E&G Budget.**
      a. Approval of George Nigh Scholarship allocation. Page 3.
      b. Approval of Motor Fuel Assessment allocation to OU and OSU. Page 5.

7. **Tuition and Fees.**


11.1 **EPSCoR.** Approval of agreement and allocation of matching funds. Page 28.1.


**ACADEMIC**

13. **New Programs.**

   a. Southwestern Oklahoma State University. Approval of request to offer the Master of Science in School Psychology, including electronic delivery. Page 35.


14. **Program Deletions.** Approval of institutional request for program deletions. Page43.

15. **Policy - Institution.** Pilot programs for Oklahoma City Community College, Northern Oklahoma College, and Western Oklahoma State College to enter into Cooperative Alliances with specific technology centers. Page 45.

16. **Electronic Media.**

   a. Oklahoma City Community College. Approval of request to offer the Associate in Arts in Liberal Studies via electronic media. Page 93.

   b. Rose State College. Approval of request to offer several degree programs via electronic media. Page 95.


**EXECUTIVE**

20.1 **Resolution.** Approval of resolution commemorating the career and contributions to Higher Education of Senator Cal Hobson. Page 114.1.


## CONSENT DOCKET

22. **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 117.
      (2) Program Modifications. Ratification of institutional requests. Page 125.
      (4) Program Suspension. Ratification of institutional requests. Page 129.


   c. Post Audit. Approval of institutional requests for final approval and review schedule extensions for existing programs. Page 133.

   d. Degree Inventory Reconciliation. Approval of institutional requests for degree program inventory reconciliation. Page 137.

   e. Teacher Shortage Employment Incentive Program. Incentives for Science and Mathematics Students to Enter the Teaching Profession Rule Amendments. Page 139.

   f. APA Rule Amendments.
      (1) OHLAP. Approval of OHLAP APA rule amendments that were posted in December 2004. Page 143.
      (2) OneNet. Adoption of amendments to Rules for the Use of Towers, Facilities, and Communications Services and continue the rule amendment process pursuant to the Oklahoma Administrative Procedures Act. Page 147.


   i. Agency Operations.
      (1) Ratification of purchases of $25,000 and above. Page 155.
      (2) Ratification of personnel changes. Page 157.
(3) Contract. Approval of contract with Student Assistance Corporation, a subsidiary of the SLM Corporation, for specialized default aversion services for the Oklahoma Guaranteed Student Loan Program. Page 159.


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


a. Academic Affairs and Social Justice and Student Services Committees

b. Budget and Audit Committee.

c. Strategic Planning and Personnel Committee.

d. Technology Committee.


28. 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."

29. Announcement of Next Regular Meeting at 1 p.m. on Friday, May 27, 2005, at the State Regents’ Office

30. Adjournment.

NOTE: The State Regents will attend a luncheon at the Southwestern Oklahoma State University Conference Center followed by a tour hosted by SWOSU at 11:30 a.m. or immediately following the regular meeting. No action will be taken.
23. **Reports.**


b. Annual Reports.

(1) Seventh Annual Teacher Education Report. Page 177.

WHEREAS, Dr. Ed Latta Calhoon served as a key member of the Oklahoma State Regents for Higher Education from 1989 to 1995; and,

WHEREAS, Dr. Calhoon's performance as a State Regent exhibited the highest form of professional behavior and exemplified public service contribution by the State Regents; and,

WHEREAS, Dr. Calhoon chaired the State Regents during 1994-95 and provided model leadership in the forming of the Family Medicine Center at OU Health Sciences Center and establishing the Heartland Scholarship Program for victims of the Murrah building bombing; and,

WHEREAS, Dr. Calhoon was committed to the strengthening of standards and offered valuable insight into the changing world of family medicine and medical education needs; and,

WHEREAS, Dr. Calhoon was a member of the Oklahoma State Medical Association and the American Medical Association, was appointed by President Reagan to the prestigious National Cancer Advisory Board in 1984, and served as president of the OU Medical School Alumni Association; and

WHEREAS, Dr. Calhoon's leadership and contributions to the State of Oklahoma and the country have been recognized by his 1988 induction into the Oklahoma Hall of Fame; and,

WHEREAS, Dr. Ed Latta Calhoon passed away on February 27, 2005, after a life of extraordinary accomplishment,

NOW, THEREFORE, BE IT RESOLVED by the Oklahoma State Regents for Higher Education in regular meeting on March 31, 2005, that the State Regents pay tribute to Ed Latta Calhoon, recognizing his honor, integrity, leadership, and contributions to higher education, Oklahoma, and the country,

BE IT FURTHER RESOLVED that the State Regents extend their condolences and sympathy to the family of State Regent Ed Calhoon.

Cheryl Hunter, Secretary

Jimmy Harrel, Chairman

I hereby certify that this above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on March 31, 2005.

Paul G. Risser, Chancellor
AGENDA ITEM #6-a:

E&G Budget.

SUBJECT: Approval of allocation of one-time funds for the George Nigh Scholarship Program.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation in the amount of $34,000 for the George Nigh Scholarship Program from previously unallocated appropriations.

BACKGROUND:
At the meeting of May 28, 2004, the State Regents allocated $36,000 for scholarship stipends for the George Nigh Scholarship Program for FY05. Prior to the revenue shortfall in FY02, State Regents had allocated $100,000 for the program to cover costs of stipends, programmatic components and administrative costs. In FY04, State Regents allocated no monies for the program as part of the reduction in state appropriations resulting from the revenue downturn, but sufficient carryover monies were available to fund reduced number of scholarship stipends. It is recommended that the State Regents allocate for the current year an additional $34,000 for the programmatic components of the program, as sufficient unallocated monies are available.
AGENDA ITEM #6-b:

E&G Budget.

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 $899,945.59 to Oklahoma State University and $899,945.59 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 2003 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 2003 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 $1,799,891.19. This amount is sufficient for a transfer of $899,945.59 to each OSU and OU. With this allocation, each institution has received $15,754,891.29 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, 2004, and ending June 30, 2005, said funds to be subsequently allotted for encumbrance and expenditure during said fiscal year, as provided by law.

**Higher Education Facilities Revolving Fund Allocation**

**University of Oklahoma – Weather Center**

**Oklahoma State University – Biosensor Laboratory**

<table>
<thead>
<tr>
<th>From: 299-05-605-000000</th>
<th>$1,799,891.18</th>
</tr>
</thead>
<tbody>
<tr>
<td>To: 295-760</td>
<td>$899,945.59</td>
</tr>
<tr>
<td>295-010</td>
<td>$899,945.59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,799,891.18</strong></td>
</tr>
</tbody>
</table>

Adopted by the State Regents in the meeting of March 31, 2005.

**SEAL:**

**ATTEST:**

Cheryl Hunter, Secretary

James D. "Jimmy" Harrel, 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 March 31, 2005.

Paul G. Risser, Chancellor

Duly subscribed and sworn to before me this 31st day of March 2005.

---------------------------------------------
Notary Public

My commission expires ____________________________.
AGENDA ITEM #6-c:  

E&G Budget.

SUBJECT: Approval of allocation of grant funds.

RECOMMENDATION:  

It is recommended that the State Regents approve three grants in the amount of $370,185 to three institutions, as listed 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 was approved for allocation to institutions and programs at the September 9, 2004 meeting. A portion of the remaining funds, $370,185, is recommended for allocation to the three institutions listed below.

POLICY ISSUES:  

The recommendation is consistent with Regents’ policy and actions.

ANALYSIS:  

The following list of grants is continuation of funding commitments from previous grant awards made by the State Regents:

**Cameron University: “Technology Growth Strategies Program”** ($100,000)  
This highly innovative program will assist regional businesses in identifying and exploiting new markets, bring existing technologies to new customers, alter existing products to increase sales and create continued educational opportunities. Its holistic approach includes the development of a technology transfer marketing model with technology forecasting and strategic market planning components that will support the creation of a permanent consultation group to provide on-going commercialization assistance to the private sector. It connects faculty, students, and private enterprise to address the issue of economic growth in southwest Oklahoma. The program is replicable for use in other parts of Oklahoma. Also with this funding, an interactive CD will be created that contains the forecasting model and other information, a training seminar featuring representatives from companies that have successfully transitioned from a single customer to multiple customers, and the creation of a web site containing program materials and guidance for companies seeking to expand their markets.

**Redlands Community College: “Viticulture and Enology Project”** ($170,185)  
This project is collaboration between Redlands Community College, VESTA (Viticulture & Enology Science and Technology Alliance) and the grape industry, particularly in the economically depressed regions of Lincoln County and adjacent areas. The purpose of the project is (1) to provide a sound
education and training curriculum in Oklahoma viticulture and enology and (2) to provide undergraduate education and research opportunities that benefit the students and the industry, while bringing lab services to the small and medium sized operations.

**Oklahoma City Community College: “Nanotechnology and Engineering Informatics Technology Initiative” ($100,000)**

This project addresses the regional economic development needs of the greater Oklahoma City metropolitan area by (1) providing non-credit professional development and continuing education to the manufacturing sector of the workforce, engineers and other technically trained members of the labor pool and (2) implementing modules in credit courses and two new academic degree and/or certificate programs in Nanotechnology and Engineering Informatics Technology. Both credit and non-credit training centers on the use of modeling, simulation, informatics and associated software, specifically as it relates to nanotechnology applications and the projected skills gap of engineering technicians.
AGENDA ITEM #7-a:

Tuition and Fees.

SUBJECT: Posting of tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2006 and posting of institutional requests for changes to academic services fees for Fiscal Year 2006.

RECOMMENDATION:

It is recommended that the State Regents approve 1) the posting of tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2006; and 2) the posting of institutional requests for changes to academic services fees for Fiscal Year 2006, 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.

1) Tuition and Mandatory Fee Limits

The attached schedule lists “Not to Exceed” amounts for tuition and mandatory fees for Fiscal Year 2006, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs that are recommended for posting at this time. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2006 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are well under the maximum rates.

2) Academic Services Fees

The attached schedule lists institutional requests for changes to academic services fees for Fiscal Year 2006. Institutions assess special fees 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. The requested changes to academic services fees for Fiscal Year 2006 are recommended for posting at this time. Institutions have provided justifications for requested increases in these fees, the total revenue to be collected from the fees, and the use of increased revenues.

A public hearing will be held on a date to be announced, at the State Regents’ office for the purpose of receiving views and comments on the requested changes to academic services fees and the resident and nonresident tuition and mandatory fee limits. Institutional requests are posted here for discussion purposes. The State Regents will act on proposals at their regular meeting scheduled to be held on June 30, 2005. State Regents’ staff will review institutions’ published tuition and fee schedules for compliance with State Regents’ action.

**POLICY ISSUES:**

This item is consistent with the State Regents’ Policy and Procedures Relating to Tuition and Student Fees.

**ANALYSIS:**

**Tuition and Mandatory Fee Limits**

70 O. S. 2004 Supp., Section 3218.8, specifies the limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, two-year colleges and for professional programs. Regents’ staff compiled a listing of tuition and fees charged at public institutions in the Big Twelve Conference, like-type public institutions in surrounding and other states, public two-year colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the attached “FY06 Peer Limits for Tuition and Mandatory Fees” schedules. Peer institutions in each tier also increased their tuition and mandatory fees in FY2005, resulting in Oklahoma’s rates, relative to those of peer averages remaining fairly constant. Research universities’ current rates are 78.8 percent of the Big 12 Conference average, a decrease of 4.6 percentage points; regional institutions increased less than one percentage point to 78.3 percent; and two-year institutions remained at 68.3 percent of their peer average for resident undergraduate tuition and mandatory fees. The State Regents annually monitor and publish the tuition and mandatory fees at peer institutions, at each institution in Oklahoma, and the maximum possible increase for the next academic year.

**Academic Services Fees**

Of the twenty-five public institutions and two higher education centers in the State System, sixteen requested changes in academic services fees for Fiscal Year 2006; eleven had no requests for changes in these fees. Ten institutions have requested 201 changes in Special Instruction Fees, five institutions have requested 37 changes in Facility/Equipment Utilization Fees, five institutions have requested 19 changes in Testing/Clinical Services Fees, twelve institutions have requested changes in 389 Classroom/Laboratory Supply and Material Fees, and six institutions have requested 21 changes in various Other Special Fees. A total of 667 changes have been requested to academic services fees for Fiscal Year 2006 and the complete listing is attached.

This information is being posted for State Regents’ review and public comment.

Attachment
## Oklahoma State Regents for Higher Education

### FY06 Peer Limits for Tuition and Mandatory Fees

<table>
<thead>
<tr>
<th>Undergraduate (30 Credit Hours)</th>
<th>FY06 Peer Limit for Resident Tuition and Mandatory Fees</th>
<th>FY06 Per Credit Hour Rate</th>
<th>FY06 Peer Limit for Nonresident Tuition and Mandatory Fees</th>
<th>FY06 Per Credit Hour Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Universities (Includes OSU-OKC, OSU-Okmulgee, OSU, Tulsa; and OU Health Sciences Center)</td>
<td>$5,207.00</td>
<td>$173.57</td>
<td>$15,056.00</td>
<td>$501.87</td>
</tr>
<tr>
<td>Regional Universities (Includes higher education centers at Ardmore and Idabel)</td>
<td>$3,841.00</td>
<td>$128.03</td>
<td>$9,695.00</td>
<td>$323.17</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>$2,990.00</td>
<td>$99.67</td>
<td>$7,327.00</td>
<td>$244.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate (24 Credit Hours)</th>
<th>FY06 Peer Limit for Resident Tuition and Mandatory Fees</th>
<th>FY06 Per Credit Hour Rate</th>
<th>FY06 Peer Limit for Nonresident Tuition and Mandatory Fees</th>
<th>FY06 Per Credit Hour Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Universities (Includes OSU, Tulsa and OU Health Sciences Center)</td>
<td>$5,470.00</td>
<td>$228.20</td>
<td>$13,764.00</td>
<td>$674.33</td>
</tr>
<tr>
<td>Regional Universities (Includes higher education centers at Ardmore and Idabel)</td>
<td>$3,889.00</td>
<td>$162.04</td>
<td>$9,132.00</td>
<td>$380.50</td>
</tr>
</tbody>
</table>

70 O.S. 2004 Supp., Section 3218.8, provides that the limits for undergraduate resident tuition and mandatory fees shall be less than the average of resident tuition and mandatory fees at peer institutions for each tier. Undergraduate nonresident tuition and mandatory fees shall be less than 105 percent (105%) of the average of nonresident tuition and mandatory fees at peer institutions for each tier.

### Tier

<table>
<thead>
<tr>
<th>Tier</th>
<th>Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Universities</td>
<td>Big 12 Public Institutions</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>Like-type public institutions in surrounding and other states</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>Public two-year colleges that receive no local tax funding in surrounding and other states</td>
</tr>
</tbody>
</table>

State Regents will approve tuition and fees at their meeting on June 30, 2005 for each institution within the limits posted above.
## FY06 Peer Limits for Tuition and Mandatory Fees

<table>
<thead>
<tr>
<th>Professional Programs</th>
<th>FY06 Peer Limit for Resident Tuition and Mandatory Fees</th>
<th>FY06 Peer Limit for Nonresident Tuition and Mandatory Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Law</td>
<td>$12,299.00</td>
<td>$23,285.00</td>
</tr>
<tr>
<td>OU Health Sciences Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>$17,722.00</td>
<td>$39,284.00</td>
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<tr>
<td>Doctor of Dental Science</td>
<td>$15,016.00</td>
<td>$34,930.00</td>
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<tr>
<td>Physician's Associate</td>
<td>$8,608.00</td>
<td>$18,195.00</td>
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<tr>
<td>PharmD</td>
<td>$11,340.00</td>
<td>$23,361.00</td>
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<tr>
<td>Occupational Therapy</td>
<td>$6,767.00</td>
<td>$14,899.00</td>
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<tr>
<td>Physical Therapy</td>
<td>$6,417.00</td>
<td>$14,203.00</td>
</tr>
<tr>
<td>Doctor of Audiology</td>
<td>$7,700.00</td>
<td>$17,176.00</td>
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<tr>
<td>Public Health</td>
<td>$6,466.00</td>
<td>$16,260.00</td>
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<tr>
<td>Oklahoma State University</td>
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<tr>
<td>Center for Health Sciences</td>
<td>$19,134.00</td>
<td>$34,616.00</td>
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<tr>
<td>College of Veterinary Medicine</td>
<td>$14,001.00</td>
<td>$30,258.00</td>
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<tr>
<td>Northeastern State University</td>
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<tr>
<td>College of Optometry</td>
<td>$13,080.00</td>
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<tr>
<td>Southwestern Oklahoma State University</td>
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<td></td>
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<tr>
<td>School of Pharmacy</td>
<td>$9,396.00</td>
<td>$20,476.00</td>
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<tr>
<td>Langston University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>$6,417.00</td>
<td>$14,203.00</td>
</tr>
</tbody>
</table>

70 O.S. 2004 Supp., Section 3218.9, provides that the limits for professional program resident and nonresident tuition and mandatory fees shall be less than the average of resident and nonresident tuition and mandatory fees for like-type professional programs at public institutions.
PUBLIC HEARING NOTICE

TUITION AND FEES
Effective Academic Year 2005-2006

The Oklahoma State Regents for Higher Education will conduct a public hearing for the purpose of receiving views and comments on the subject of tuition and fees charged students as a condition for enrollment at institutions in 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 a date to be announced.

The following will be presented for comment:

- Tuition and mandatory fee limits for undergraduate and graduate programs;
- Tuition and mandatory fee limits for professional programs;
- Academic service fee proposals.

Those desiring to be heard should notify the Chancellor’s Office of the State Regents by a date to be announced at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, phone (405) 225-9120.

Signed________________________________________ Date_______________
Paul Risser, Chancellor
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 31, 2005

AGENDA ITEM #7-c:

Deleted.
AGENDA ITEM #8:

Master Lease.

RECOMMENDATION:

It is recommended that the State Regents ratify submission to the Council for Bond Oversight for the 2004A Master Lease Series a project for Eastern Oklahoma State College totaling $4,000,000.

BACKGROUND:

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

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

The State Regents authorized submission of projects for the Master Lease 2005A Series for five institutions at the February 10, 2005. This action will add an additional project totaling $4,000,000 for Eastern Oklahoma State College. The additional project, as outlined below, is for an energy performance upgrade that will enhance the safety and efficiency of the campus.

POLICY ISSUES:

Recommendation is consistent with current State Regents’ policy.

ANALYSIS:

Eastern Oklahoma State College is requesting the approval of an energy management project to be funded through the Master Lease Program to retrofit that campus with updated lighting, water, and heat and air conditioning components.

The first Master Lease series for 2005 will include six system institutions, upon approval of this item, bringing the revised total to approximately $10 million for equipment purchases. The following table summarizes this series of project totals by institution.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Amount to be Financed in May Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>$1,299,962</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>2,172,904</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>250,000</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>138,000</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>2,365,000</td>
</tr>
<tr>
<td>Eastern State College</td>
<td>4,000,000</td>
</tr>
<tr>
<td><strong>Total for May Issue</strong></td>
<td><strong>$10,225,866</strong></td>
</tr>
<tr>
<td>Item #</td>
<td>State Regent’s Campus</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>1</td>
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<td>15</td>
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</tr>
</tbody>
</table>

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

Please return your survey to anauk@osrh.edu or by fax to 405-225-9230.
AGENDA ITEM #9:

Endowment.

SUBJECT: Approval of new accounts for FY 05.

RECOMMENDATION:

It is recommended that the State Regents approve new endowment accounts and increases to accounts at the University of Oklahoma Health Sciences Center, Oklahoma State University, OSU-Okmulgee, Cameron University, East Central University, Northern Oklahoma College, Northwestern Oklahoma State University, Rogers State University, Rose State College, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Tulsa Community College, University of Science and Arts of Oklahoma, and Western Oklahoma State College.

BACKGROUND:

State Regents have allocated $7.5 million from appropriations made by the 2004 Oklahoma Legislatures for the endowed chair program. A portion of that allocation is recommended as matching funds at this time; future recommendations will be brought to the Regents as revenues are received.

POLICY ISSUES:

The State Regents' Policy for Administering the Regents' Endowment Fund Program provides that:

Endowed chairs and distinguished professorships should be established in academic areas that will contribute to the enhancement of the overall cultural, business, scientific or economic development of Oklahoma.

Endowed chairs and professorships must be established in areas for which the institution has ongoing, approved academic programs.

An institution may apply for an endowed chair, professorship or other related project upon meeting the requirements for establishing an account (an institution must have on deposit at least 50% of the private funds minimum required match as set forth in the policy, with a written commitment that the balance will be on deposit within a 36-month period). Matching funds must originate from monies contributed to the institution from sources specifically designated by the donor for the purpose specified in the endowment fund policy.

ANALYSIS:

To date, institutions have requested a total of $66 million for which state matching funds have not been available. Sufficient funds from the appropriation of the 2004 legislature are available to match 18 new accounts for a total endowment approval of $7.4 million.

The accounts requested for approval at this time include 5 accounts at OUHSC, and one each at OSU,
OSU-Okmulgee, Cameron University, East Central University, Northern Oklahoma College, Northwestern Oklahoma State University, Rogers State University, Rose State College, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Tulsa Community College, University of Science and Arts, and Western Oklahoma State College.

The entire match is on hand for these accounts. Private donors have given the entire private amounts making them eligible for state matching funds. The accounts are eligible to accrue earnings on the public matching funds, and if approved, academic departments could begin recruiting efforts to appoint a faculty member as holder of the chair or professorship.

Assuming approval of this item, still unmatched are 132 fully funded accounts and increases to 99 previously approved accounts at fifteen institutions. The total of these unmatched accounts is $59.3 million.

**Status Report on the Program** - With the appropriation from the 2004 session, the Oklahoma State Regents have allocated a total of $155.2 million since inception of the endowment program in 1988. Including the accounts presented in this item for approval, State Regents will have approved a total of 469 accounts at 24 institutions, as shown below:
Approved Accounts, pending action of March 31, 2005:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Chairs</th>
<th>Professorships</th>
<th>Lectureships</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU</td>
<td>54</td>
<td>63</td>
<td></td>
<td>117</td>
</tr>
<tr>
<td>OU-HSC</td>
<td>65</td>
<td>19</td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>OSU</td>
<td>40</td>
<td>52</td>
<td></td>
<td>92</td>
</tr>
<tr>
<td>OSU-CHS</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>OSU Tech Okmulgee</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>OSU Oklahoma City</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>UCO</td>
<td>3</td>
<td>4</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>ECU</td>
<td>5</td>
<td>3</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>NSU</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>NWOSU</td>
<td>14</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>SEOSU</td>
<td>7</td>
<td>8</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>SWOSU</td>
<td>2</td>
<td>4</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Cameron</td>
<td>7</td>
<td>1</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Langston</td>
<td>1</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>USAO</td>
<td>1</td>
<td>4</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>CASC</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>EOSC</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>OCCC</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>NEOA&amp;M</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Northern</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Rogers State</td>
<td>3</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Rose</td>
<td>1</td>
<td>4</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>TCC</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>WOSC</td>
<td></td>
<td>4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>208</td>
<td>152</td>
<td>109</td>
<td>469</td>
</tr>
<tr>
<td>Requested</td>
<td>Amount</td>
<td>Match</td>
<td>Fully Funded</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>---------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>8/9/2000 OJHSC</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>8/16/2000</td>
<td></td>
</tr>
<tr>
<td>8/9/2000 OJHSC</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>8/16/2000</td>
<td></td>
</tr>
<tr>
<td>9/24/2001 OJHSC</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>9/24/2001</td>
<td></td>
</tr>
<tr>
<td>9/24/2001 OJHSC</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>9/24/2001</td>
<td></td>
</tr>
<tr>
<td>9/24/2001 OJHSC</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>9/24/2001</td>
<td></td>
</tr>
<tr>
<td>2/6/2003 Cameron</td>
<td>250,000</td>
<td>250,000</td>
<td>2/6/2003</td>
<td></td>
</tr>
<tr>
<td>10/21/2004 Northern</td>
<td>25,000</td>
<td>25,000</td>
<td>10/21/2004</td>
<td></td>
</tr>
<tr>
<td>7/15/2004 NWOSU</td>
<td>250,000</td>
<td>250,000</td>
<td>7/15/2004</td>
<td></td>
</tr>
<tr>
<td>24/2002 OSU-OKM</td>
<td>25,000</td>
<td>25,000</td>
<td>2/4/2002</td>
<td></td>
</tr>
<tr>
<td>2/3/2003 Rogers</td>
<td>250,000</td>
<td>250,000</td>
<td>1/21/2003</td>
<td></td>
</tr>
<tr>
<td>5/10/2004 SIOSU</td>
<td>250,000</td>
<td>250,000</td>
<td>5/10/2004</td>
<td></td>
</tr>
<tr>
<td>12/26/2003 SWOSU</td>
<td>250,000</td>
<td>250,000</td>
<td>12/26/2003</td>
<td></td>
</tr>
<tr>
<td>10/13/2004 TCC</td>
<td>25,000</td>
<td>25,000</td>
<td>10/13/2004</td>
<td></td>
</tr>
<tr>
<td>7/14/2004 USAO</td>
<td>150,000</td>
<td>150,000</td>
<td>7/14/2004</td>
<td></td>
</tr>
<tr>
<td>12/19/2001 Western</td>
<td>25,000</td>
<td>25,000</td>
<td>11/10/2003</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,412,525</strong></td>
<td><strong>7,412,525</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AGENDA ITEM #10:

Deleted.
AGENDA ITEM #11:

Capital Bond Proposal.

SUBJECT: Approval of a substitute project for Seminole State College on the $500 million 2005 Higher Education Capital Bond Proposal.

RECOMMENDATION:

It is recommended that the State Regents approve the updated listing of projects for Seminole State College as listed in the attachment for the proposed 2005 Higher Education Capital Bond Issuance.

BACKGROUND:

At the October meeting, the State Regents approved a listing of projects developed by the institutions and approved by their governing boards to be submitted to the Governor and Legislature to be funded through the capital bond proposal. The updated listing of projects became the official listing of proposed projects. Due to changing marketplace circumstances Seminole State College is requesting that their official listing of projects include a change to one of the prior projects as outlined below.

POLICY ISSUES: None

ANALYSIS:

Seminole State College has requested that one of its projects be revised on the official project listing due to the fact that the property listed for purchase is no longer available. The First State Bank Building in Seminole sold in late January to another buyer so the College is requesting that the project substitute be listed as the purchase and construction of a metal building to be used as business incubator facility. The official project listing will be dated March 31, 2005, upon Regents’ approval of this substitution.
## Listing of Capital Projects for the State System of Higher Education

**To Be Funded Through the Capital Bond Proposal**

Revised as of 2/15/2005

<table>
<thead>
<tr>
<th>Institution/Project Name</th>
<th>Description</th>
<th>Bond Proceeds</th>
<th>Section 13 and Section 13 Offset Funds</th>
<th>Other Funds</th>
<th>Total Amount of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seminole State College</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness/Title IX Improvements</td>
<td>A wellness/athletic training facility will be constructed to accommodate students and community with educational programs on fitness and well-being. Students will benefit from onsite training without having to leave the campus. Facilities will be constructed in compliance with Title IX.</td>
<td>$1,500,000</td>
<td>$500,000</td>
<td>$2,000,000</td>
<td></td>
</tr>
<tr>
<td>Handicapped Access to Buildings</td>
<td>Purchase of equipment and completion of necessary renovations to accommodate students and/or staff with disabilities.</td>
<td>$250,000</td>
<td>$250,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Network Improvements</td>
<td>Upgrade computer network to 100mb. This upgrade has become more critical due to the construction of the Learning Technology Center with the completion date of March 2002. This building will house state-of-the-art communication classrooms for business and industry classes as well as our nursing division.</td>
<td>$250,000</td>
<td>$250,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Success/Placement and Retention</td>
<td>Renovate and expand facilities to develop a Student Success Center. Provide a modern one-stop shop for students regarding academic testing, placement, advising and similar services</td>
<td>$3,400,000</td>
<td>$3,400,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance Building</td>
<td>Purchase and installation of metal building to be used as a maintenance facility. Includes road and parking lot for building.</td>
<td>$350,000</td>
<td>$350,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Purchase of Building for Business Incubator</em></td>
<td>Purchase and construction of a metal building for economic development and business incubator.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking and Renovation</td>
<td>Expand the roads around campus and add parking on the north and west sides of campus.</td>
<td>$500,000</td>
<td>$500,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Seminole State College</strong></td>
<td></td>
<td>$6,750,000</td>
<td>$0</td>
<td>$500,000</td>
<td>$7,250,000</td>
</tr>
</tbody>
</table>

*Requested project substitution*
AGENDA ITEM #11.1:

Experimental Program to Stimulate Competitive Research (EPSCoR)

SUBJECT: Approval of Agreement and allocation of matching funds

RECOMMENDATION:

It is recommended that the State Regents approve 1) the May 2005 through April 2006 agreement with Oklahoma State University to serve as the fiscal agent for the National Science Foundation EPSCoR Research Infrastructure Improvement Plan; and 2) an allocation of $1 million for this program.

BACKGROUND:

In 2005, the National Science Foundation notified the Oklahoma EPSCoR Committee that the three-year Research Infrastructure Improvement Plan proposal had been approved for funding. The Oklahoma State Regents for Higher Education act as the funding agent for state matching funds and support the EPSCoR programs through the Research Matching Fund. The EPSCoR allocation of $1 million for FY05/FY06 supports this commitment and matches $2 million provided by NSF for this term.

POLICY ISSUES:

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

ANALYSIS:

In 1985 the National Science Foundation launched an initiative to improve research competitiveness in states that historically had received relatively little external support. The Experimental Program to Stimulate Competitive Research in Oklahoma has served as a major stimulus to improvements in the research infrastructure and in the competitiveness of Oklahoma researchers. The 1985 EPSCoR planning document identified a lack of research-oriented faculty, of graduate students and of research spirit as limitations to Oklahoma’s research competitiveness. The first two Oklahoma EPSCoR programs (1986-91 and 1992-95) stimulated individual researchers and research clusters, building research infrastructure and proving the value of targeted research initiative programs. The three Oklahoma research universities (the University of Oklahoma and the Health Sciences Center, Oklahoma State University and The University of Tulsa) now have a collective research spirit and culture. Further support is provided by the State Regents for research enhancement, endowed chairs, and summer academy science and mathematics programs.

The 1996-98 Systemic Improvement Plan not only supported individual investigators, but established research collaborations and programs that transcend individual campuses and institutions to build statewide interinstitutional Science and Technology Centers in biotechnology, materials science and environmental research. These centers bring together existing individual and group research strengths in
the state and provide the critical mass of researchers and facilities to achieve competitiveness with first-rank programs.

The cooperative agreement through FY2001 continued infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and establishes advisory committees to promote university-private sector partnerships.

Other areas of special focus include

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

The Research Infrastructure Improvement Plan (FY2002-2005) focused on the fields of nanotechnology and functional genomics. Nanotechnology is a continued theme in the Plan for FY2005-2008. The theme will emphasize fuel cells and the interface between nanotechnology and biomaterials. The second theme will connect plant virus biodiversity to ecology utilizing the genomics infrastructure developed through the last three years and will use the Tallgrass Prairie as a sample collection.

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

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 31st day of March 2005.

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

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

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

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

THEREFORE, the parties agree that:

1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to $1,000,000 for the period of May 2005 through April 2006. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.

2) OSU will act as the fiscal agent for this program for the fiscal year 2006 and shall distribute monies as appropriate to the other program participants including the University of Oklahoma, the Samuel Roberts Noble Foundation and The University of Tulsa, subject to the following provisions:

a. The Principal Investigator (PI), Frank Waxman, shall have final budget authority for all expenditures of State Regents matching funds.
b. OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.

c. OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.

d. Any unspent monies remaining at the end of the fiscal year may be spent in the next fiscal year.

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

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

4) OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant as set forth in grant number 0447262.

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

Oklahoma State University            Oklahoma State Regents for Higher Education

By: ____________________            By: _____________________
    President                        Chancellor

Date:_________________            Date:_________________
AGENDA ITEM #12:

Oklahoma Money Matters.

SUBJECT: Permanent Rule

RECOMMENDATION:

It is recommended that the State Regents adopt a permanent rule for the Oklahoma Money Matters AmeriCorps Education Award Program (OKMM-EAP).

BACKGROUND:

To address Oklahoma’s deficit in financial instruction and combat the considerable cost of fiscal illiteracy, the State Regents are developing a financial literacy initiative, Oklahoma Money Matters (OKMM), under the auspices of the Oklahoma Guaranteed Student Loan Program. OKMM’s mission is to promote financial literacy by building Oklahomans’ awareness of the need for financial education and understanding of sound fiscal principles and practices.

In May 2004, OKMM staff submitted a proposal to offer an AmeriCorps Educational Award Program, which was accepted for funding by the governing federal agency, the Corporation for National and Community Service (CNCS). Through this grant program, OKMM-EAP will place AmeriCorps members in host sites around the state to educate Oklahomans in personal finance, financial aid, and consumer credit. OKMM-EAP members will facilitate grassroots community involvement, impacting Oklahoma’s economic future by promoting responsible spending, identification and achievement of long-term monetary goals, and investment in the future. Participating members provide 300 hours of service through a one-year contract, for which they can earn a $1,000 education award. The education award can be used to offset direct educational expenses, such as tuition, fees, room and board, and repayment of student loans.

The State Regents adopted an emergency rule for OKMM-EAP and approved initiation of the process for adoption of a permanent rule at the December 9, 2004 meeting. Governor Henry approved the emergency rule on January 24, 2005.

POLICY ISSUES:

The proposed rule describes to interested parties the purpose, operational procedures, and restrictions of OKMM-EAP. This action is necessary to comply with the Administrative Procedures Act.

ANALYSIS:

Adoption of the proposed permanent rule will define the following areas of OKMM-EAP: program information; field site selection; member candidacy; grievance procedures; and program capacity. The proposed regulatory text is attached. Approval by the State Regents would allow the permanent rulemaking process to continue as defined by the Administrative Procedures Act.
610:25:35-1. Purpose
The purpose of this Subchapter is to describe the Oklahoma Money Matters AmeriCorps Education Award Program (OKMM-EAP), which is designed to improve financial literacy in Oklahoma. OKMM-EAP operates under the auspices of the Oklahoma Guaranteed Student Loan Program (OGSLP), a division of the Oklahoma State Regents for Higher Education.

610:25:35-2. Definitions
The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:
"AmeriCorps" means the AmeriCorps Education Awards Program, which is one of several national service programs of the AmeriCorps National Service Network.
"Applicant" means an individual who has applied to participate in OKMM-EAP, but is not an AmeriCorps member.
"Corporation for National and Community Service" means the federal organization established under the National and Community Service Act of 1990 that administers the AmeriCorps National Service Network.
"Education Award" means an award provided to a member who has successfully completed a required term of service in an approved national service position and who otherwise meets the eligibility criteria established by AmeriCorps. An education award may be used to pay qualified educational expenses.
"Enrollment" means acceptance as an AmeriCorps member, as evidenced by inclusion in the AmeriCorps national database.
"Field Sites" means locations across Oklahoma that host AmeriCorps members during their term of service.
"Financial Literacy" means knowledge of money management and financial principles.
"Member" means an individual who is enrolled in the Oklahoma Money Matters AmeriCorps Education Award Program.
"Oklahoma Community Service Commission" means the authorized alternative entity administering Oklahoma's national service programs.
"Service Activities" means direct, meaningful actions through organized community service efforts that count toward fulfillment of service hours in a term of service.
"Service Hours" means the number of hours spent performing eligible community service activities during a term of service.
"Site Application" means the documentation submitted by potential field sites for OKMM-EAP consideration during the field site selection process.
"Site Supervisor" means a qualified employee of the field site who volunteers his or her time to serve OKMM-EAP.
"Term of Service" means the contracted length of time during which a member must perform eligible community service activities to qualify for an education award.

610:25:35-3. Program Information
To achieve its primary goal of improving financial literacy, OKMM-EAP is placing AmeriCorps members in field sites around Oklahoma to educate youth and others about personal finance, student financial aid, and consumer credit. OKMM-EAP goals are to build student knowledge of financial literacy principles; develop members' leadership, citizenship, and presentation skills; and encourage
members lifelong commitment to community service. OKMM-EAP members will receive an education award upon successful completion of and subject to the terms of the OKMM-EAP member contract.

610:25:35-4. Field Site Selection

OKMM-EAP will select field sites around Oklahoma to host AmeriCorps members during their service terms.

(1) Selection Process.
   (A) Interested entities will submit a site application to OKMM-EAP. Site applications can be requested from the OKMM Director at P.O. Box 3000, Oklahoma City, Oklahoma, 73101-3000 or by calling (405) 234-4495.
   (B) An evaluation committee composed of the OKMM Director and other OGSLP senior-level staff will review site applications.
   (C) The evaluation committee will select field sites to participate in OKMM-EAP based on the criteria and restrictions defined in this section.

(2) Selection Criteria.
   (A) OKMM-EAP field sites will be educational entities and/or other organizations with an established or expressed interest in community service and financial literacy.
   (B) OKMM-EAP will consider the following field site characteristics when reviewing site applications:
      (i) The site's community service objectives are consistent with the OKMM-EAP mission of improving financial literacy in Oklahoma.
      (ii) The site's planned activities are consistent with identified community need for financial education.
      (iii) The site offers a range of member activities that support the OKMM-EAP mission.
      (iv) The site will facilitate sufficient service activities to ensure that members have adequate opportunity to fulfill the required number of service hours in the prescribed service term.
      (v) The site has designated a site supervisor who is willing to meet AmeriCorps administrative requirements and has the time, interest, and ability to supervise members and facilitate member involvement.
      (vi) The site provides a safe, accessible work environment for members.
      (vii) The site endorses a drug-free workplace.
   (C) OKMM-EAP endeavors to facilitate a wide range of member activities, serving a diverse spectrum of demographic populations at sites located across Oklahoma. Consistent with that vision, favorable consideration will be given to site applications that demonstrate compatibility with these objectives.

(3) Restrictions.
   (A) Entities that discriminate on the basis of race, color, national origin, gender, age, religion, disability, or status as a veteran in policies, practices, or procedures are ineligible to serve as field sites for OKMM-EAP.

610:25:35-5. Member Candidacy

(a) Member Requirements.
   (1) Members will be a U.S. citizen, U.S. national, or lawful permanent resident alien of the United States.
   (2) Members will be at least 17 years of age at enrollment.
   (3) Members will hold a high school diploma or equivalency certificate.
   (4) Members must sign an OKMM-EAP member contract.

(b) Criminal History and Background Investigation.
   (1) Must be obtained for all members from the Oklahoma State Bureau of Investigation (OSBI).
   (2) Must include a search of the Oklahoma Department of Corrections’ files maintained by the OSBI pursuant to the Sex Offenders Registration Act.
(c) Curricular Knowledge.
(1) Applicants are provided training in a prescribed financial literacy curriculum.
(2) Applicants are tested after participating in the training course to assess knowledge gained.

(d) Restrictions.
(1) An applicant whose criminal history report reveals a conviction, a plea of guilty, or a plea of nolo contendere for a felony charge is not approved to serve in OKMM-EAP.
(2) An applicant who scores below 75 percent on the post-training test is not approved to serve in OKMM-EAP.

OKMM-EAP members may file a grievance in accordance with OKMM-EAP's grievance procedures.

(1) General Information.
(A) These procedures apply to service-related issues such as assignments, evaluations, suspensions, or release for cause, as well as issues related to non-selection of members, displacement of employees, or duplication of activities by AmeriCorps.
(B) Allegations of fraud and criminal activity must be reported immediately to the Corporation for National and Community Service.
(C) Allegations of discrimination should be in writing and directed to the Corporation for National and Community Service.

(2) Grievance Hearing.
(A) An aggrieved party may request a grievance hearing if informal efforts fail to result in a mutually agreeable resolution.
   (i) The aggrieved party should make a written request for a hearing to the OKMM-EAP Director, unless it is the Director's decision or action that has resulted in the grievance, in which case a written request for a hearing should be sent to the Oklahoma Community Service Commission. The hearing request must be made within one year of the date of the alleged occurrence.
   (ii) At the time a request for a hearing is made, OKMM-EAP will make available to the aggrieved party information that it relied upon in its disciplinary decision.
   (iii) One or more pre-hearing conferences will be scheduled at a time mutually convenient for all parties in an effort to facilitate a mutually agreeable resolution of the matter to make a hearing unnecessary or narrow the issues to be decided at the hearing.
(B) The hearing will be conducted by Oklahoma Community Service Commission staff within 30 calendar days after the filing of the grievance.
(C) A written decision will be made within 60 calendar days after filing.

(3) Binding Arbitration.
(A) An aggrieved party may request binding arbitration if a grievance hearing decision is adverse or no decision is made within 60 days after the filing of the grievance.
   (i) The arbitrator will be independent and selected by agreement of the parties.
   (ii) If the parties cannot agree on an arbitrator, the Corporation for National and Community Service will appoint one within 15 calendar days after receiving a request from one of the parties.
(B) An arbitration proceeding will be held within 45 calendar days after the request for arbitration, or within 30 calendar days after the appointment of an arbitrator by the Corporation for National and Community Service.
(C) An arbitration decision will be made within 30 calendar days after the commencement of the arbitration proceeding.
(D) The cost of arbitration will be divided evenly between the parties, unless the aggrieved party prevails, in which case OKMM-EAP will pay the total cost of the proceeding as well as the prevailing party's attorney fee, unless prohibited by law.
610:25:35-7. Program Capacity

The reach and scope of OKMM-EAP is defined as follows.

(1) Field Sites.
   (A) OKMM-EAP will utilize approximately 30 field sites.
       (i) Additional field sites may be added as needed.

(2) Enrolled Members.
   (A) OKMM-EAP will enroll up to 500 AmeriCorps members per year.

(3) Restrictions.
   (A) To manage OKMM-EAP's expansion, the number of sites established and the number of
       members enrolled will be limited commensurate with OKMM-EAP's administrative capability.
AGENDA ITEM #13-a:

New Programs.

SUBJECT: Southwestern Oklahoma State University (SWOSU). Approval of request to offer the Master of Science in School Psychology.

RECOMMENDATION:

It is recommended that the State Regents approve SWOSU’s request to offer the Master of Science in School Psychology, including electronic delivery with the stipulation that continuation of the program beyond fall 2008 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of 15 students in fall 2007 and graduate a minimum of 12 students in 2007-08.

BACKGROUND:

Academic Plan

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

- Reorganize academic structure for overall operating efficiency and program efficacy;
- Determine priorities for emphasis and expansion of high priority programs with consideration for program viability, as related to student interest; employment demand for graduates; and relation of programs to university mission;
- Utilize budget-building model 2004-2005 to allow greater number of faculty in each curriculum area to create ways and means to meet requirements of program improvements and viability within budgetary limitations;
- Determine incentives to encourage faculty initiatives for collaboration with business and industry, and civic organizations; and
- Increase student enrollments in graduate programs and distance education.

APRA Implementation

Since 1991-92, SWOSU has deleted 51 degree and/or certificate programs while adding 17 degree and/or certificate programs.

Program Review

SWOSU offers 60 degree or certificate programs (4 associate, 5 associate in applied science, 39 baccalaureate, 11 master’s, and 1 first professional), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, SWOSU 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

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

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval” and the “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. The SWOSU’s best practice review was accepted and approved at the State Regents’ September 9, 2004 meeting.

ANALYSIS:

Master of Science in School Psychology

Program purpose. The proposed program will prepare students to meet the state certification requirements for school psychology and meet all Oklahoma standards to serve as school psychologists.

Program rationale/background. With the closing of regional education service centers, public school districts in western Oklahoma have increasing demand for certified professionals to administer state-mandated testing. Additionally, demand is increasing for public school professionals certified to diagnose behavioral difficulties in children and adolescents. Certified school psychologists may perform both duties: administer state testing and behavioral diagnosis. As a result, professionals with school psychometrist certifications (allowed to administer state testing only) may upgrade skills through the proposed program, and new professionals will be attracted to entering a more encompassing field. SWOSU is confident that there is adequate demand for the program from professionals in the field, as well as students currently in SWOSU’s Master of Education with a specialization in School Psychometry. Ultimately, SWOSU sees the new program as its future and will delete the school psychometry program once the proposed school psychology program has matured.

Employment opportunities. Most students in the program will be certified school psychometrists who desire to upgrade their credentials, but others interested in education and psychology will be drawn to a more flexible program offering. As more national and state testing requirements pervade the public school landscape, as well as the increase in behavioral issues among students, the need for qualified and credentialed professionals will continue to rise. This program will meet the needs of this growing industry, as well as provide a strong foundation for individuals to pursue a Licensed Professional Counselor credential.

Student demand. The new program is expected to enroll a minimum of 15 majors in fall 2007 and graduate a minimum of 12 students in 2007-08. Assessment of needs at the remote locations currently served by SWOSU indicate that there is adequate demand for the program offerings.
Duplication/Impact on existing programs. East Central University, Northeastern State University, Oklahoma State University, Southeastern Oklahoma State University, and the University of Oklahoma have similar programs or programs with options in school psychology. Due to demand and distance between institutions, approval of SWOSU’s request will serve the western half of Oklahoma and will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 33 total credit hours from the following areas (Attachment A): professional education and psychology core (15 credit hours) and school psychology specialization courses (18 credit hours). No new courses will be added with the proposed program.

Faculty and staff. SWOSU will be adding two faculty positions to complement the existing and strong Department of Psychology faculty cadre. Funding for additional faculty will come from reallocation of internal resources, specifically from the School Psychometry program which will ultimately be eliminated. Faculty members involved in electronic delivery receive training and instructional services to support their distance learning courses.

Support services. Facilities, library resources, and equipment are adequate. Faculty and student guides to distance learning have been developed, providing details and procedures for more successful course experiences, including descriptions of student services and their accessibility.

Financing. No funding is requested from the State Regents for the proposed program. Existing funding within the institutional budget provides for faculty, support services, and the requisite technology for electronic delivery over OneNet.

Attachment
# SOUTHWESTERN OKLAHOMA STATE UNIVERSITY
## MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

<table>
<thead>
<tr>
<th>Professional Education and Psychology Core</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5893 Ethical, Legal/Professional Standards</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 5783 Special Diagnostic Methods</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5513 Introduction to Counseling and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDPSY 5723 Advanced Psychology of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDPSY 5743 Life Span Development</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Psychology Specialization</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 5413 Personality Theories and Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 5013 Seminar in Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 5133 Crisis Intervention Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 5223 Techniques in Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>SPCED 5613 Stanford Binet/Woodcock-Johnson</td>
<td>3</td>
</tr>
<tr>
<td>SPCED 5713 Weschsler Intelligence Scales</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 33
AGENDA ITEM #13-b:

New Programs.

SUBJECT: Oklahoma State University-Oklahoma City (OSU-OKC). Approval of request to offer the Associate in Applied Science in Business Technologies.

RECOMMENDATION:

It is recommended that the State Regents approve OSU-OKC’s request to offer the Associate in Applied Science in Business Technologies 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 18 students in fall 2008 and graduate a minimum of 8 students in 2008-2009.

BACKGROUND:

Academic Plan

OSU’s 2004 Academic Plan lists the following institutional priorities for the OSU System:

- Focus on development of interdisciplinary programs
- Propose OSU-University of Arkansas graduate program in Space and Planetary Sciences and a certificate in multidisciplinary Engineering and Technology Management program
- Continue exploring joint OSU-Tulsa and OU-Tulsa Ph.D. in Electrical Engineering, dual masters degree in Engineering & Technology Management (OSU) and Organizational Dynamics (OU);

APRA Implementation

Since 1991-92, OSU-OKC has deleted 39 degree and/or certificate programs while adding 31 degree and/or certificate programs.

Program Review

OSU-OKC offers 42 degree or certificate programs (7 associates, 30 associate in applied science, and 5 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, OSU-OKC 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

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

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Business Technologies

Program purpose. The proposed program is a blend of technology and management coursework designed to equip students with knowledge and practical skills needed to turn technology into a strategic business advantage.

Program rationale/background. OSU-OKC indicates the program is the result of consensus of advisory board members requesting a degree program which blends technology and management. The Management/Marketing, Accounting, and Computer/Technical Communications advisory groups agreed on the need for the proposed program and worked with OSU-OKC faculty in its development.

Employment opportunities. OSU-OKC indicates that technology and management employment fields are some of the fastest growing fields and management decisions are increasingly influenced by technology. OSU-OKC expects employment in a variety of business settings. Fourteen businesses are represented on the institution’s advisory board, providing perspectives from health care industries, information and data industries, as well as retailers and service providers. These business partners support the development of the program and assure OSU-OKC of employability for graduates of the proposed program.

Student demand. The new program is expected to enroll a minimum of 18 majors in fall 2008 and graduate a minimum of 8 students in 2008-09.

Duplication/Impact on existing programs. Carl Albert State College, Murray State College, Oklahoma City Community College, Oklahoma State University Technical Branch – Okmulgee, Redlands Community College, Rose State College, Seminole State College, and Tulsa Community College offer some type of associate in applied science program in business related areas. Most of these programs focus on management and administration, rather than the technologies to manage and administer business. OSU-OKC indicates its blended program of technology and management are unique, and therefore, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 63 total credit hours from the following areas (Attachment A): general education courses (24 credit hours), technical specialty courses (27 credit hours), and technical support courses (12 credit hours). No new courses will be added with the proposed program.

Faculty and staff. Existing faculty and adjunct faculty will teach the proposed program.

Support services. Facilities, library resources, and equipment are adequate.
**Financing.** OSU-OKC indicates the courses for the program will come from existing offerings, and adjunct faculty will be funded through student tuition. No funding is requested from the State Regents for the proposed program.

Attachment
## OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY
### ASSOCIATE IN APPLIED SCIENCE IN BUSINESS TECHNOLOGIES

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 1113 Freshman Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1213 Freshman Composition II</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 1113 Introduction to Speech Comm.</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1483 American History to 1865 OR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493 American History from 1865</td>
<td></td>
</tr>
<tr>
<td>POLS 1113 American Government</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1413 General College Math OR</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1503 College Algebra</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 1113 Introduction to Psychology AND</td>
<td></td>
</tr>
<tr>
<td>SOC 1113 Introduction to Sociology OR</td>
<td></td>
</tr>
<tr>
<td>Science courses (one must require a lab)</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Specialty</strong></td>
<td>27</td>
</tr>
<tr>
<td>MGMT 2103 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 2273 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2113 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2103 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 2213 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1103 Fundamentals of Computers with Applications OR</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1113 Computer Concepts with Applications OR</td>
<td>3</td>
</tr>
<tr>
<td>ITD 1323 Internet Fundamentals</td>
<td></td>
</tr>
<tr>
<td>CIS 1123 Programming Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIS 2263 Spreadsheet Applications</td>
<td>3</td>
</tr>
<tr>
<td>CIS 2363 Database Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>Support and Related Courses</strong></td>
<td>12</td>
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<tr>
<td>BUS 1543 Electronic Commerce</td>
<td>3</td>
</tr>
<tr>
<td>TCOM 2113 Business/Technical Writing OR</td>
<td>3</td>
</tr>
<tr>
<td>TCOM 1333 Desktop Publishing I</td>
<td></td>
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<tr>
<td>ITD 2523 LAN Fundamentals</td>
<td>3</td>
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<tr>
<td>MGMT 2143 Leadership</td>
<td>3</td>
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<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>63</td>
</tr>
</tbody>
</table>
AGENDA ITEM #14:

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 Doctor of Engineering in Engineering (284).

Carl Albert State College (CASC) requests authorization to delete Associate in Applied Science in Office Administration (027), and Certificate in Secretarial Administration (050).

Connors State College (CSC) requests authorization to delete the Associate in Applied Science (AAS) in Criminal Justice/Police Science (019), Associate in Science (AS) in Family and Consumer Science Education (FCSE) (018), Associate in Arts (AA) in English (016), Associate in Arts in Pre-Journalism (030), Associate in Arts in Speech (052), Associate in Science in Criminal Justice (087) and Associate in Science in Social Work (055).

POLICY ISSUES:

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

ANALYSIS:

OU requests deletion of the Doctor of Engineering in Engineering (284). OU reports the program is a non-research degree in which faculty interest has declined due to increased externally funded research. OU has no interest in supporting a non-research intensive doctoral program. There have been no students in the program for five years and it is no longer viable. There are no funds available for reallocation.

CASC requests deletion of the Associate in Applied Science in Office Administration (027), and Certificate in Secretarial Administration (050). CASC reports their focus has shifted to the field of Computer Science based on directions in the industry and the two programs are no longer practical. No students remain in the programs and there are no funds available for reallocation.

CSC requests deletion of the Associate in Applied Science in Criminal Justice/Police Science (019), Associate in Science in Family and Consumer Science Education (018), Associate in Arts in English (016), Associate in Arts in Pre-Journalism (030), Associate in Arts in Speech (052), Associate in Science in...
in Criminal Justice (087) and Associate in Science in Social Work (055). CSC reports due to retiring faculty members and low productivity these programs are no longer viable. CSC requests to redesign (see program modifications) the Associate in Arts in Fine Arts (002) to include courses for the AA in English, AA in Pre-Journalism, and AA in Speech. AS FCSE courses that support the Nursing and Child Development programs, such as nutrition, will be supported through use of adjunct instructors. CSC also requests to redesign the AA in Sociology (038) (see program modifications) to include the AS in Social Work and the AS in Criminal Justice as options. There are no students remaining in the AAS in Criminal Justice/Police Science or AA in Speech. The remaining eight students in the AA in English and three students in the AA in Pre-Journalism will be accommodated with the last student expected to graduate spring 2005. The remaining two students in the AS in FCSE will be accommodated and the last student is expected to graduate spring 2005. The 39 students remaining in the AS in Social Work and 51 students remaining in the AS in Criminal Justice will be accommodated and the last student is expected to graduate spring 2006. Available funds from the AS FCSE will be reallocated to support the Nursing program and the available funds from the AS in Criminal Justice will be reallocated to support adjunct instructors for Criminal Justice classes in the AA in Sociology program and to support the Nursing program. There are no other funds available for reallocation.
AGENDA ITEM #15:

Policy – Institution.

SUBJECT: Approval of pilot Cooperative Alliance Agreements between State System institutions and Technology centers, and accompanying exceptions to State Regents’ policies.

RECOMMENDATION:

It is recommended that the State Regents approve Northern Oklahoma College, Oklahoma City Community College, and Western Oklahoma State College agreements for Cooperative Alliances including an exception to policy with Autry Technology Center, Francis Tuttle Technology Center, and Southwest Technology Center, respectively, as a pilot project.

BACKGROUND:

In 1988, the State Regents approved the “Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges.” The policy expanded Oklahomans’ educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These cooperative agreements are formal programmatic agreements between the higher education institution and the technology center that lead to an AAS degree or college-level certificate and subsequent employment in occupational and technical fields. Currently, 335 cooperative agreements involving 122 associate in applied science programs are offered through 18 colleges and 29 technology centers within Oklahoma and two out-of-state technology centers.

In October 2000, survey data reported to the State Regents from colleges, universities and technology centers indicated an increasing number of cooperative agreements and increasing numbers of credit hours awarded through these agreements since implementation of the Cooperative Agreement policy in 1988. However, the number of degrees conferred through these agreements remains very low. State Regents’ staff studied these data and began development of a more effective model for partnerships with the Oklahoma Department of Career and Technology Education (ODCTE).

The cooperative agreements tend to be institution-centered and based on individual agreements between one higher education institution and one technology center for one specific associate in applied science (AAS) program. There are limitations and inconsistencies across the system for students involved in these cooperative agreement programs, student tracking is difficult, college credit is not transferable, academic quality control is inconsistent, opportunities for efficiencies are limited, student services are limited, and completion rates are low.

The purpose of proposed Cooperative Alliances is to create a more student-centered collaboration between higher education institutions and technology centers. The goals of this collaboration are (1) increase the number of high school students going to college, (2) increase the number of adults continuing or beginning college, (3) expand access to postsecondary education, and (4) efficiently use federal, state
and local resources.

Cooperative Alliances are voluntary partnerships between a higher education institution and a technology center that align academic, business, and administrative practices for postsecondary educational purposes. Partners create a relationship and develop a business plan with operational procedures and report annually on outcomes.

Beginning in spring 2004, State Regents’ staff met with the Council on Instruction, the Council of Presidents, and other stakeholders to discuss development of a Cooperative Alliance model. Based on these discussions and meetings with ODCTE administrators, three colleges (Northern Oklahoma College, Oklahoma City Community College, and Western Oklahoma State College) and three technology centers (Autry Technology Center, Francis Tuttle Technology Center, and Southwest Technology Center) volunteered to serve as pilot sites. These pilot sites are representative of the diversity of the system, including rural and metropolitan sites, and those with extensive and limited existing relationships.

POLICY ISSUES:

These actions are consistent with the intent of the State Regents’ “Guidelines for Approval of Cooperative Agreements,” but will require an exception to the concurrent student admission standards found in the “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System.” Pilot institutions will be required to adhere to these policies and the exception approved by the State Regents.

ANALYSIS:

Northern Oklahoma College, Oklahoma City Community College, and Western Oklahoma State College have submitted Cooperative Alliance Agreements for State Regents’ approval (see attachments). Each of these have been approved by the respective institution and center governing boards, except for Autry Technology Center which is pending approval.

As proposed at the beginning of this pilot project, the Cooperative Alliance Agreements should contain the following information:

1. Signatures: The names of the partnering higher education institution and the technology center and signatures of the president and superintendent.
2. Administration: The administrative practices for the Cooperative Alliance, including a business plan. The business plan will detail the financial arrangement between the higher education institution and the technology center, the student tuition and other charges, the description of the instructional facilities, the description of how student records will be maintained, and how academic credit will be noted on the higher education institutional transcript.
3. Academic: The academic practices for the Cooperative Alliance, including the identification of academic offerings and procedure for educational planning, faculty issues, educational standards, integrated student support services including financial aid information, student advising, career placement services, and other relevant student services.
4. Scope: The working philosophy of the partnership, the rationale for the anticipated portfolio of programs to be offered under the Cooperative Alliance and the rationale for programs that fit under the AAS degree programs, and rationale for programs offered as they relate to the missions and strategies of the higher education institution and technology center.
5. Curriculum: A description of the overall curriculum for existing cooperative program agreements and process for new cooperative program agreement proposals; description of process to meet student-centered goals of including transferable skills and integration among programs; description of criteria
and processes for admission; description of process for importing courses and programs from colleges and universities outside of the Cooperative Alliance; description of meaningful practitioner involvement in the curriculum; and identification of one or two “signature” programs to be recognized regionally or nationally as “best in class.”

6. Student Support: Description of assessment of student learning styles and assessment of high school achievement using valid and reliable measures; description of how these measures will inform learning experiences; description of a process for seamless transition from high school to college through advising and counseling services; description of the process for providing financial aid services; and description of ways in which faculty, staff, and advisors will collaborate to provide students with integrated learning experiences.

7. Quality Control: Description of the methods for evaluating faculty credentials to teach college credit courses; description of assessment plans and how these data will be synthesized to evaluate the effectiveness of the programs; description of the process to achieve meaningful contributions by external review teams, practitioners, and advisory boards in the quality control process; and identify mechanisms that will ensure continuous quality improvement and cost effectiveness. Additionally, if the national credential WorkKeys will be used, identify the specific tests to be used and the assessment process to be used.

8. Sharing Resources: Description of the business plan that will underlie the Cooperative Alliance, the financial arrangements for institutions that will import and export programs to the Cooperative Alliance, and the cost basis of college credit courses and programs.

9. Marketing: Description of the methods that will be used to market college credit programs and courses, the tools that will be used to assess the marketing program, and an estimated budget for promotion and advertising.

10. Reporting: Description of the data to be reported, including the number of students in courses and programs; incoming assessment data such as EPAS and WorkKeys scores, and previous academic performance; outcome assessment data, such as graduation rates, certifications, and degrees, job placement, student satisfaction, and employer satisfaction. Also include a description of the methods used for including courses on the statewide transfer matrix, and identify any national certifications that will be used for college credit through the State Regents’ Extrainsitutional Learning Policy.

The Cooperative Alliance Agreements will allow admission of high school students so that they may earn college credit. An exception for concurrent enrollment in the “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System” is needed. The following is proposed for concurrent enrollment of high school students in technical programs and courses:

An eleventh or twelfth grade student enrolled in an accredited high school or a student who is at least 16 years of age and receiving high-school-level instruction at home or from an unaccredited high school may, if s/he meets the requirements set forth below, be admitted to a college or university in The Oklahoma State System of Higher Education that offers technical AAS and certificate programs and enroll in technical courses only. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

| Regional Universities and Two-Year Colleges | ACT/SAT at the 42nd percentile or an ACT PLAN score that predicts such student performance | OR | High School GPA 2.5 |

In addition to meeting the requirements above, students must provide a letter of support from the high school counselor and written permission from a parent or legal guardian.
All other concurrent admission policy requirements remain in effect for technical students, including retention standards.

Cooperative Alliance Agreements and Cooperative Program Agreements will increase access to technical college-level programs for high school and adult students in Oklahoma. Through increased access to these programs, more Oklahoma students will pursue AAS degree programs and expand employment opportunities over a lifetime. These partnerships will utilize the resources of the two systems, higher education and career technology education, in ways that will efficiently and effectively strengthen both while improving services and opportunities for students. State Regents’ approval of the pilot Cooperative Alliance Agreements and the accompanying policy exception is requested.

Attachments
The **Cooperative Alliance Agreement** between

Oklahoma City Community College and

Francis Tuttle Technology Center

March 1, 2005
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The Cooperative Alliance Agreement between

Oklahoma City Community College and

Francis Tuttle Technology Center

1. INTRODUCTION
1.1. Background
1.1.1. The Cooperative Alliance (“Alliance”) between Oklahoma City Community College (“OKCCC”) and Francis Tuttle Technology Center (“Francis Tuttle”) represents a voluntary joint vision of a collaborative partnership designed to benefit students and enhance the technical workforce in central Oklahoma. Although OKCCC and Francis Tuttle have a long and successful history of collaboration, this Alliance is designed to strengthen the relationship, comply with the Oklahoma State Regents for Higher Education (“OSRHE”) and the Oklahoma Department of Career and Technology Education (“ODCTE”) document, “Concept and Process for Cooperative Alliances” (dated April 28, 2004) and ultimately provide the highest quality technical education to the public in the most efficient and effective manner.

1.2. The Alliance Mission, Vision, and Goals
1.2.1. Mission. The mission of the Alliance between OKCCC and Francis Tuttle is to deliver approved OKCCC technical degree and certificate opportunities to qualified Francis Tuttle students which benefit the student, employers, and the public.

1.2.2. Vision. By fulfilling the mission, the Alliance aspires to have a significant impact on improving the economy and quality of life in central Oklahoma.

1.2.3. Goals
1.2.3.1. Student Achievement. The Alliance will enhance the educational and workplace performance of students.

1.2.3.2. Business Development. The Alliance will create a clear business advantage and will support the economic development of central Oklahoma.

1.2.3.3. Educational Opportunity. The Alliance will promote the educational opportunity and advantages of this cooperative partnership to students, parents, high school counselors, the faculty and staff at OKCCC and Francis Tuttle, and other community members.

1.2.3.4. Partnership Relationship. The Alliance will increase the synergistic relationship between OKCCC and Francis Tuttle, allowing for a maximum benefit to students and employers, and to maximize the investment made by the public to provide college-level technical education.

2. CONCEPTUAL BASIS FOR THE COOPERATIVE ALLIANCE
2.1. Student Centered
The Alliance will be student-centered, focusing on an integrated learning experience for each student which has as its goal completion of the OKCCC degree or certificate program.

2.2. Integration of Technical and General Education
The Alliance will focus not only on the technical knowledge and skills, but also on general education knowledge and skills that are transferable within the workplace and professions, and prepare the graduate for a higher quality of life outside of the workplace.

2.3. Transferable College Credit
2.3.1. College Transcript. OKCCC (or other institutions with approved cooperative programs at Francis Tuttle) will maintain an official college transcript for each student enrolled as part of the Alliance. The Alliance will provide for increased transferability of college credit by requiring that qualified high school students and adults be admitted to OKCCC (or another Alliance approved college or university), enroll in the OKCCC (or another Alliance approved college or university) credit courses, obtain the college credit upon course completion, and have an official college transcript.
2.3.2. **Transfer Matrix.** OKCCC will participate in a state-wide transfer equivalency matrix for technical courses and programs, including those courses and programs offered as part of the Alliance.

2.4. **Degree and/or Certificate Completion**
The Alliance will focus on student success, including the completion of the OKCCC degree and/or certificate program. This focus will be accomplished through the integration of the general education and support courses required for the degree, through the promotion of the advantages of degree completion, and through proactive advising and counseling. It is understood that while the Alliance will jointly deliver technical degree and/or certificate programs, the degree and/or certificate is offered by and awarded by OKCCC (or another Alliance approved college or university).

2.5. **Student Support Services**
The Alliance is committed to treating all Alliance students at Francis Tuttle admitted to OKCCC (or another Alliance approved college or university) as part of the collegiate community, including advising, admission and enrollment, financial aid, career advisement, and job placement assistance.

2.6. **Assessment**
The Alliance provides for student entry-level, general education, and outcomes assessment. The Alliance also provides for tracking of students in a seamless manner from first-time enrollment through graduation and initial employment, or transfer to another state system college or university.

2.7. **Other Post-Secondary Technical Education**
Through mutual agreement, the Alliance also seeks to collaborate on non-credit business and industry training.

3. **SCOPE OF THE ALLIANCE**

3.1. **Original Cooperative Agreement**
This Alliance agreement supersedes the original agreement, “Cooperative Agreement between Oklahoma City Community College and Francis Tuttle Area Vocational-Technical School District Number 21,” dated November 22, 1988.

3.2. **Degrees and Programs**
Through the Alliance, OKCCC and Francis Tuttle will cooperatively deliver OKCCC degree and certificate programs (Associate in Applied Science, Associate in Science, and Certificates of Mastery) in technical program areas where effectiveness and efficiency can be enhanced and where a student-centered, competency based approach can be maintained.

3.3. **Planning**
The partners shall jointly develop a dynamic Alliance long-range strategic plan and shall develop an annual plan. The planning documents shall include strategic initiatives and measurable outcomes related to the conceptual basis and goals as outlined in this Alliance agreement.

3.4. **Principal Partner Relationship**
OKCCC will serve as the exclusive principal higher education partner with Francis Tuttle. The following strategies are designed to foster a positive Alliance relationship:

3.4.1. **Participation.** The Alliance will regularly schedule joint meetings of the chief executive officers, administrators, program faculty, advisors and counselors, and other staff assigned to support the Alliance and its programs. The purpose is to increase internal awareness, review outcome reports, provide input for planning, and seek mutually beneficial solutions to challenges.

3.4.2. **Faculty & Staff Development.** The Alliance will jointly plan and implement appropriate faculty and staff development activities.

3.4.3. **Sharing Resources.** The Alliance will jointly plan and implement a sharing of physical and human resources to support the Alliance, its programs, and related activities.

4. **CURRICULUM**

4.1. **Objective**
The Alliance will deliver high quality, college-credit, technical programs that comply with applicable policies of the OSRHE, the Board of Regents for OKCCC, and meet the needs of students and employers. The degree and/or certificate will be offered by and awarded by
4.2. Status of Existing OKCCC/Francis Tuttle Cooperative Programs
All programs that are currently a part of the original and amended “Cooperative Agreement Between Oklahoma City Community College and Francis Tuttle Area Vocational-Technical School District Number 21” shall continue and be assumed as part of this Alliance agreement. These continued programs are listed in the Appendix, Exhibit A.

4.3. Additional OKCCC/Francis Tuttle Programs Included in the Alliance
This Alliance agreement includes OKCCC degree and certificate programs in addition to the existing cooperative programs. These additional programs are listed in the Appendix, Exhibit B.

4.4. Program Approval and Review Process
All continuing, additional, and future programs included as part of the Alliance, shall be subject to the normal OKCCC program approval and review process as outlined in the OKCCC “Curriculum Guide” and applicable OSRHE policies. This process ensures appropriate faculty and administrative oversight of the curriculum. The process also requires external review of the programs, either through national accreditation or the technical-occupational program review process coordinated by the OSRHE.

4.5. Status of Existing Cooperative Agreements From Other Institutions
Other institutions of higher education may also offer cooperative programs at Francis Tuttle with the joint approval of OKCCC, the primary higher education partner, and Francis Tuttle. All current programs offered by other institutions shall be continued, shall be included as part of the Alliance, and shall conform to the standards and procedures outlined in this agreement. The current programs are listed in the Appendix, Exhibit C.

4.6. Approval Process for Additional Degree and/or Certificate Programs
4.6.1. Additional programs delivered cooperatively through this Alliance or through other institutions shall be identified early in the development and planning process, and shall be included in the Alliance Strategic Plan and Alliance Annual Plan documents.

4.6.2. Additional degree and certificate programs delivered cooperatively by OKCCC at Francis Tuttle may be added to the Alliance through an amendment to this agreement.

4.6.3. Additional college degree and certificate programs delivered cooperatively at Francis Tuttle by higher education institutions other than OKCCC shall be required to submit a written proposal for approval by OKCCC and Francis Tuttle. These additional programs may be added to the Alliance through an amendment to this agreement.

4.7. Practitioner Advisory Committees
Consistent with the requirement for practitioner advisory committees for all technical-occupation programs at OKCCC, the degree and certificate programs offered as part of the Alliance shall have an active Advisory Committee, and shall comply with the requirements of OKCCC Administrative Procedure No. 4020, “Advisory Committees.”

5. CRITERIA FOR ADMISSIONS, ACADEMIC STANDARDS, AND GRADUATION
5.1. Regular Admission
Admission requirements for regular admissions are listed in the OKCCC “Catalog” and shall apply to recent high school graduates and adults.

5.2. Special Admission—Cooperative Alliance Concurrently Enrolled High School Students
High school juniors and seniors enrolled at Francis Tuttle may also be provisionally admitted to OKCCC under the OSRHE special admission category. This special admission to OKCCC allows qualified high school students to enroll in selected technology courses, including OKCCC technology courses delivered as part of an Alliance program at Francis Tuttle.

5.3. Course Pre-requisites
All students desiring to enroll in OKCCC general education and support courses in science, mathematics, or English meet the regular ACT or an ACT Residual Exam test score requirement to enroll in the corresponding subject area.

5.4. Academic Standards
The current OKCCC “Catalog” outlines the academic standards required of all students, including those enrolled as part of the Alliance with Francis Tuttle. Generally, students must maintain a 2.0 grade point average to remain in good standing.

5.5. Graduation and Degree Requirements
The current OKCCC “Catalog” outlines all of the graduation and degree or certificate requirements for each program, including those programs that are offered through the Alliance.

6. STUDENT SUPPORT SERVICES

6.1. Objective
It is the goal of OKCCC and Francis Tuttle to provide integrated and comprehensive support services to students enrolled as part of the Alliance.

6.2. Pre-Assessment
Counselors and faculty will use the ACT Plan score and ACT Plan sub-scores (and other available test scores, such as the ACT, SAT, TABE, ACT Compass, Accuplacer), the student’s previous academic record, and personal knowledge of the student to best advise the student.

6.3. Advising and Counseling
OKCCC and Francis Tuttle will jointly provide advising and counseling services to students. These services include assisting with college admissions, program selection, enrollment, career exploration, personal counseling, and employment services.

6.4. Financial Aid
There are no OKCCC tuition and fee costs to students who are admitted to OKCCC and enrolled in OKCCC technical courses as part of this Alliance. OKCCC provides a limited number of Tuition Fee Waiver scholarships and other scholarships to students who are enrolled in other OKCCC courses delivered at Francis Tuttle, for example, general education courses. For these other OKCCC courses, financial assistance is available to students who qualify.

7. QUALITY CONTROL

7.1. Faculty Credentials
7.1.1. Requirements. All faculty, including those who will teach college-credit courses as part of this Alliance, will meet the requirements for faculty as described in OKCCC Administrative Procedure 4002, "Faculty Qualifications."

7.1.2. Faculty Credential Review and Approval. Faculty teaching college credit classes as part of this Alliance agreement shall submit a resume, official college/university transcripts, and verification of applicable licenses or industry certifications to OKCCC (or to the higher education institution offering the college-credit course or program). The respective Division Dean, or designee, will review the credentials and recommend appointment as an adjunct faculty member.

7.2. Assessment of Student Performance
7.2.1. Competency Based Assessment. As with all assessment of student performance at OKCCC, student assessment as part of this Alliance will be characterized by predetermined competencies shared with students in the form of measurable objectives. Assessment measurements are matched to the specific predetermined objectives.

7.2.2. End-of-Course Student Assessment. Each student will be presented with a syllabus at the beginning of each course that contains the objectives and the procedure for determining achievement of the objectives, including assignment of the final course grade. As with all final grades at OKCCC (and the other state institutions of higher education), grades assigned in Alliance courses shall conform to the grading system as set forth by the OSRHE (see OKCCC “Catalog”).

7.2.3. End-of-Degree Program Assessment. All programs at OKCCC, including programs included in this Alliance, are also required to conduct assessment of the collective student performance relative to the overall program objectives. Each program assessment requires students to participate in both general education and discipline specific end-of-program assessment measures. The end-of-degree program assessment results will be reviewed by Alliance program faculty and administrators to improve the program’s effectiveness.

7.3. Review of Degree/Certificate Programs
7.3.1. Review Requirement. All technical/occupational programs at OKCCC, including those offered as part of this Alliance, shall be subject to a periodic external review either as part of the required OSRHE Technical/Occupational Program Review Process or by a nationally recognized accrediting agency. Other degree programs are subject to the
regular 5-year OSRHE review. Continuance of a particular program is contingent upon a favorable external evaluation report, national accreditation, or 5-year OSRHE review.

7.3.2. Cost Effectiveness. It is the goal of the Alliance to deliver post-secondary technical education in a manner that is cost-effective. Programs approved for inclusion in the Alliance shall comply with the “unnecessary duplication” philosophy as stated in OSRHE policy. The required review of the degree programs included in the Alliance shall include an analysis of the impact on the cost of the program.

8. FINANCIAL ISSUES

8.1. Business Plan
The required Cooperative Alliance Strategic Plan and the Cooperative Alliance Annual Plan shall include information regarding the financial arrangements and direct costs of the Alliance expended by OKCCC and Francis Tuttle.

8.2. Financial Arrangements
8.2.1. Cost of Instruction. The primary cost of instruction for technical courses included as part of the Alliance agreement (courses taught at Francis Tuttle by Francis Tuttle faculty), will be borne by Francis Tuttle. The primary cost of instruction for other courses offered directly by OKCCC, included as part of the Alliance agreement (courses taught at Francis Tuttle by OKCCC faculty), shall be borne by OKCCC.

8.2.2. Cost to Students
8.2.2.1. High School Students. High school students who are admitted to OKCCC and enrolled in an approved Alliance OKCCC technical course offered at Francis Tuttle shall not pay college tuition and/or fees to either OKCCC or Francis Tuttle.

8.2.2.2. Adult Students. Adult students who are admitted to OKCCC and enrolled in an approved Alliance OKCCC technical course offered at Francis Tuttle shall pay only the program tuition established by Francis Tuttle to Francis Tuttle. Adult students shall not pay college tuition and/or fees to either OKCCC or Francis Tuttle.

8.2.2.3. Other Courses Offered at Francis Tuttle by OKCCC. Other OKCCC courses may be offered at Francis Tuttle (for example, general education courses). When the direct costs of instruction are borne by OKCCC, the student will be charged the applicable college tuition and fees, payable to OKCCC. The tuition and fees may be paid either by the student or by Francis Tuttle through a separate agreement (contract for credit instruction).

8.3. Cost of the Alliance
Costs to support the Alliance will be shared by OKCCC and Francis Tuttle; however, a separate Alliance budget will not be established. The expenses paid by OKCCC will be included in OKCCC budgets. The expenses paid by Francis Tuttle will be included in Francis Tuttle budgets.

8.3.1. Cost to OKCCC. Personnel and non-personnel costs assigned to support the Alliance by OKCCC will be paid directly by OKCCC.

8.3.2. Cost to Francis Tuttle. Personnel and non-personnel costs assigned to support the Alliance by Francis Tuttle will be borne by Francis Tuttle.

8.3.3. Cost Reports. The annual report will include a summary of the expenditures for the year.

8.4. Cooperative Alliance Fee
8.4.1. A cooperative alliance per credit hour fee shall be paid by Francis Tuttle to OKCCC for adult students enrolled in OKCCC technical courses offered at Francis Tutle as part of this alliance agreement. This fee shall be reviewed annually and is determined through a mutual agreement between OKCCC and Francis Tuttle. This cooperative alliance fee for adult students is initially set at $6.00 per credit hour. A cooperative alliance per credit hour fee for high school students who are concurrently enrolled in OKCCC technical courses offered at Francis Tuttle as part of this alliance agreement may be assessed a cooperative alliance fee by OKCCC. The high school student would be responsible for paying this fee directly to OKCCC. This cooperative alliance fee shall be reviewed annually and shall be determined by OKCCC. Cooperative alliance
fees collected by OKCCC will be used to underwrite the costs of services provided to all alliance students by OKCCC, including admissions, advisement, enrollment, student records, and transcripts.

9. MARKETING
9.1. Marketing Approach
The marketing approach of the Alliance is to create an awareness and promote the advantages offered by the Alliance to potential students (high school and adult students) and to inform and promote the advantages of the Alliance to the community, including high school and college faculty, staff, and administrators, governmental agencies, and employers.

9.2. Marketing Strategies
9.2.1. Promote and Clarify the Advantages of College-Credit and Degrees. The Alliance will develop a campaign to clarify the advantages of college-credit and completing an associate’s degree, including preparation for employment, earning potential, portability of college credit to other colleges and degree programs, and available opportunities to apply this degree to a baccalaureate degree.

9.2.2. Promote the Value-Added Benefits of the Alliance. The Alliance will develop a joint public relations campaign that will inform and promote the value-added benefits of the Alliance, including the Alliance as a high quality and rigorous educational alternative for either high school students or adults, with cost savings to the community, and that meets the needs of the current and emerging technical workforce.

9.3. Marketing Budget
The annual plan shall include a marketing budget to support the accomplishment of the marketing goal.

10. REPORTING
10.1. Cooperative Alliance Annual Report
A summary annual report on the performance of the Alliance during the previous fiscal year is required. This report shall be jointly prepared and submitted to the respective local governing boards. This report shall provide information and analysis that is directly related to the planned annual performance objectives outlined in the Cooperative Alliance Annual Plan, including information on enrollment, retention and graduation, assessment reports, financial arrangements, marketing budget, cost summaries, and other notable accomplishments and challenges.

10.2. Student and Program Assessment Reports
Pre-assessment (admissions) summary data, end-of-course summary assessment data, and end-of-program assessment data shall be provided to Alliance faculty and administrators as part of the process to improve instruction and therefore improve student success in the programs. These reports shall be filed in the appropriate office at both OKCCC and Francis Tuttle.

10.3. Degree Program Review Reports
All degree/certificate programs included in the Alliance shall be required to be part of the five-year program review process or part of a national accreditation review process. Both processes result in a review report for each program that is included in the Alliance. These review reports will be submitted to the OSRHE.

11. DURATION AND AMENDMENTS TO THIS ALLIANCE AGREEMENT
11.1. Duration
This Cooperative Alliance Agreement and any amendments shall remain in force until such time OKCCC or Francis Tuttle decides to dissolve the Alliance. Dissolution of the Alliance requires approval by either the local governing board of OKCCC or Francis Tuttle.

11.2. Amendments
This Cooperative Alliance Agreement may be revised only through an amendment to the agreement. Amendments are included through written mutual approval by both the President of OKCCC and the Superintendent of Francis Tuttle. Amendments shall comply with all applicable OSRHE and ODCTE policies.
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Exhibit A

Cooperative Agreement Programs
Oklahoma City Community College/Francis Tuttle

Automotive Technology
- Internship Program
- GMBSEP
- Non Structural
- Painting/Refinishing
Business
- Administrative Office Technology; Administrative Office Specialist Option
Child Development
Computer Aided Design
- Manufacturing/Architectural Emphasis
Computer Science
- Microcomputer Specialist
Database Management
Electronics
- General
- Instrumentation and Control
Graphic Communications
- Print Media
Manufacturing Technology
- Computer Numerical Control
- Robotics
Medical Assistant
Network Technology
Orthotics/Prosthetics
Respiratory Care Therapist
Technology
Exhibit B

Additional Certificate Programs Included in this Alliance Agreement
Oklahoma City Community College/Francis Tuttle

Business
- Accounting Office Assistant
- General Office Support
- Legal Office Procedures
- Medical Transcriptionist

Computer-Aided Design
- Manufacturing/Architectural Emphasis

Computer Science
- Microcomputer Technician
- Network Technician

Cyber/Information Security

Multimedia
- Computer-Aided Design-Multimedia Emphasis

Additional Degree and Certificate Programs
Included in this Alliance Agreement
Oklahoma City Community College/Francis Tuttle

Enterprise Communication Systems*
- General
- Information Security

*Inclusion pending program approval
Exhibit C

Cooperative Agreement Programs
Oklahoma State University-OKC/Francis Tuttle

Administrative Office Technology
Computer and Accounting Services
Computer Support Technology
Electronic Desktop Publishing
Medical Office Technology
COOPERATIVE ALLIANCE AGREEMENT

Between

NORTHERN OKLAHOMA COLLEGE
Tonkawa, Enid, and Stillwater, OK

And

AUTRY TECHNOLOGY CENTER
Enid, OK

March 11, 2005
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The Cooperative Alliance Agreement
between
Northern Oklahoma College
and
Autry Technology Center

1. INTRODUCTION

1.1. Background

1.1.1. The Cooperative Alliance (“Alliance’) between Northern Oklahoma College (NOC) and Autry Technology Center (Autry) represents a voluntary joint vision of a collaborative partnership designed to benefit students and enhance the technical workforce in northwest Oklahoma. Although NOC and Autry have a long and successful history of collaboration, this Alliance is designed to strengthen the relationship, comply with the Oklahoma State Regents for Higher Education and the Oklahoma Department of Career and Technology Education document, “Concept and Process for Cooperative Alliances” (dated April 28, 2004) and provide the highest quality education to the public in the most efficient and effective manner while retaining the individual missions of the NOC and Autry.

1.2. The Alliance Mission, Vision, and Goals

1.2.1. Mission. The mission of the Cooperative Alliance between NOC and Autry is to provide college degrees and college-level certificates to qualified students that benefit the students, employers, and the public.

1.2.2. Vision. By fulfilling the mission, the Alliance aspires to have a significant impact on improving the economy and quality of life in northwest Oklahoma.

1.2.3. Goals.

1.2.3.1. Student Achievement. The Alliance will enhance the educational and workplace performance of students.

1.2.3.2. Business Development. The Alliance will create a clear business advantage and will support the economic development of northwest Oklahoma.

1.2.3.3. Educational Opportunity. The Alliance will promote the educational opportunity and advantages of this cooperative partnership to students, parents, high school counselors, the faculty and staff at NOC and Autry, and other community members.

1.2.3.4. Partnership Relationship: The Alliance will increase the synergistic relationship between NOC and Autry, allowing for a maximum benefit to students and employers, and to maximize the investment made by the public to provide college-level technical education.

2. CONCEPTUAL BASIS FOR THE COOPERATIVE ALLIANCE

2.1. Student Centered. The Alliance will be student-centered, focusing on integrated learning experience for each student which has as its goal completion of the Associate of Applied Science (AAS) degree and/or college-level certificate program.

2.2. Integration of Technical and General Education. The Alliance will offer degree programs and college-level certificate programs that focus on the technical knowledge and skills and on general education knowledge and life long learning skills that are transferable within the workplace and professions, and prepare the graduate for a higher quality of life outside of the workplace.

2.3. Transferable College Credit

2.3.1. College Transcript. NOC (or other institutions with approved agreement at Autry) will maintain an official college transcript for each student enrolled as part of the Alliance. The Alliance will provide for increased transferability of college-credit by...
requiring that qualified high school students and adults be admitted to NOC (or another approved college or university), enroll in the college-credit courses, obtain the college credit upon successful completion after each semester, and have an official college transcript. Students enrolled in these courses are encouraged but not required to take them for college credit.

2.3.2. Transfer Matrix - General Education Coursework. NOC will participate in a statewide transfer equivalency matrix maintained by the Oklahoma State Regents for Higher Education for all courses as offered through the Alliance.

2.4. Degree and/or Certificate Completion. The Alliance will focus on student success, including the completion of the AAS degree and/or college-level certificate program. This focus will be accomplished through the integration of the general education and technical courses required for the degree, through the promotion of the advantages of degree completion, and through proactive advising and counseling. While NOC and Autry jointly deliver courses, the degree or college-level certificate is offered by NOC and technical certificates are awarded by Autry.

2.5. Student Support Services. The Alliance is committed to treating all Alliance students at Autry admitted to NOC (or another approved college or university) as part of the collegiate community, including advising, admission and enrollment, financial aid, career advisement, and job placement assistance. The provision of these services will be coordinated between the NOC and Autry to insure consistency and to minimize duplication.

2.6. Assessment.

2.6.1. Student Assessment. The Alliance provides for student entry-level, general education, and outcomes assessment. The Alliance also provides for tracking of students in a seamless manner from first-time enrollment through graduation and initial employment, or transfer within the Oklahoma State System for Higher Education. Assessment activities will be consistent with OSRHE' policy and accreditation standards.

2.6.2. Program Assessment.

2.6.2.1. Postsecondary Assessment. NOC is accountable for maintaining the accreditation standards of the Oklahoma State Regents for Higher Education (OSRHE) and the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

2.6.2.2 Technology Center Assessment. Autry is responsible for maintaining the accreditation standards of the accrediting agencies for which they are members. NOC will provide any information and assistance in adhering to and reviewing standards for the accrediting agencies.

2.7. Student Flow (Tracking). The Alliance provides for the tracking of students in a seamless manner from first-time enrollment through graduation and employment, and/or transfer to a baccalaureate granting college or university.

2.8. Other Post-Secondary Technical Education. The Alliance also promotes collaboration on non-credit business and industry training as needed to enhance workforce development in areas served.

3. SCOPE OF THE ALLIANCE

3.1. Degrees and Programs. Through the Alliance, NOC and Autry will cooperatively offer Associate of Applied Science and Certificates of Mastery programs where effectiveness and efficiency can be enhanced and where a student-centered, competency based approach can be maintained. Non-credit certificates will remain with Autry.

3.2. Planning. The Alliance partners shall jointly develop a long-range, strategic plan and measurable outcomes related to the goals in this Alliance agreement. Such plan shall be annually reviewed and updated.

3.3. Partner Relationship. NOC will serve as the principle higher education partner with Autry. Other Institutions of higher education may submit a written proposal to offer college-level
programs with joint approval of Autry and NOC. If NOC and Autry can not agree, the proposal must be sent to the Chancellor (OSRTHE) and the State Director (ODCTE) to arbitrate. The following strategies are designed to foster a positive Alliance relationship

3.3.1. **Participation.** The Alliance will regularly schedule joint meetings of the chief executive officers, administrators, program faculty, advisors and counselors, and other staff assigned to support the Alliance and its programs. The purposes of such meetings are to increase awareness, review outcome reports, provide input for planning, and exchange mutually beneficial information in support of the Alliance and its programs.

3.3.2. **Faculty & Staff Development.** The Alliance will jointly plan and implement appropriate faculty and staff development activities.

3.3.3. **Sharing Resources.** The Alliance will jointly plan and implement a sharing of physical and human resources to support the Alliance, its programs, and related activities.

4. **CURRICULUM**

4.1. **Objective.** The Alliance will offer high quality degree and college-level certificate programs that comply with applicable policies of the OSRHE, ODCTE, the Board of Regents for NOC, and the Board of Education for Autry, and meet the certification and training standards of business and industry, as well as the needs of students and employers. The degree or college-level certificate will be conferred by NOC offering the program through the Alliance.

4.2. **Status of Existing Cooperative Programs.** All existing program cooperative agreements will be amended according to the Alliance agreement. These continued programs are listed in Appendix I and II.

4.3. **Program Approval and Review Process.** All continuing and new programs as part of the Alliance, shall be subject to the normal program approval and review process as required of NOC, Autry, the OSRHE and the ODCTE. This process ensures appropriate faculty and administrative oversight of the curriculum with a minimum of annual review. The process also requires external review of the programs, either through national accreditation or the technical-occupational program review process coordinated by the Oklahoma State Regents for Higher Education. This process shall include the ability to make curriculum changes as necessary to meet business and industry technical standards.

4.4. **Approval Process for Additional Degree and/or Certificate Programs**

As much as possible, additional programs offered cooperatively by the NOC or other Oklahoma higher education institutions shall be identified early in the development and planning process, and shall be included in the Cooperative Alliance Strategic Plan including a business plan and Cooperative Alliance Annual Report documents.

4.5. **Practitioner Advisory Committees.** Consistent with the requirement for practitioner advisory committees for all technical-occupation programs at NOC, the programs offered as part of the Alliance shall have active curriculum Advisory Committees and shall comply with the requirements of NOC and Autry.

5. **CRITERIA FOR ADMISSIONS, ACADEMIC STANDARDS, AND GRADUATION**

5.1. **Regular Admission.** College admission requirements for regular admissions to NOC are listed in the NOC "Catalog" and shall apply to recent high school graduates and adults. Likewise, admission requirements to non-credit programs at the Autry are listed in Autry's student handbook and annual schedule.

5.2. **Admission for High School Students.**

5.2.1 High school juniors and seniors enrolled in an accredited high school or a student who is at least 16 years of age and receiving high school level instruction at home or from an unaccredited high school may, if s/he meets the following minimum requirements, be admitted as a concurrent student to a college or university in The Oklahoma State System of Higher Education that offers technical AAS and certificate programs to enroll
in technical courses only: ACT score of 19 or ACT PLAN score of 15 or high school GPA of 2.5.

5.2.2 High school students are also required to have a written statement from the student and parent/guardian indicating an understanding (1) of the eligibility for admission to NOC and Autry, (2) of the guidelines and policies regarding the transcription of NOC technical course on NOC’s official student transcript, and (3) of the industry requirements for certificate completion in Autry’s program.

5.3. Academic Standards. The current NOC “Catalog” outlines the academic standards required of all students, including those enrolled as part of the Alliance with Autry. Likewise, Autry’s Student Handbook outlines the standards required of all students to continue successfully in a career and technology program.

5.4. Graduation and Degree/Certificate Requirements. The current Institution “Catalog” outlines all of the graduation and degree or certificate requirements for each program. Autry’s Student Handbook and program guides outlines necessary competency levels required to successfully complete non-credit certificate program.

6. STUDENT SUPPORT SERVICES

6.1. Objective. It is the goal of NOC and Autry to provide integrated and comprehensive support services to students enrolled as part of this Cooperative Alliance to insure effectiveness but without duplication or redundancy of the effort.

6.2. Pre-Assessment. Counselors and faculty may use the ACT PLAN score and ACT PLAN sub-scores (and other available test scores, such as the ACT, SAT, TABE, ACT Compass, Accuplacer), the student’s previous academic record, recommendations from high school administrators/counselors/teachers, high school plan-of-study, and personal knowledge of the student to best advise the student.

6.3. Advising and Counseling. NOC and Autry will jointly provide academic advising and career counseling services to students. These services include assisting with college admissions, program selection, enrollment, career exploration, personal counseling, and employment services.

6.4. Financial Aid. There is no cost of attendance for high school students who are admitted to NOC and enrolled in Autry technical courses as part of this Alliance. In addition, NOC provides a limited number of scholarships for general education courses. Financial assistance is available at both NOC and Autry to students who qualify. Only tuition and a one time admission fee will be charged for students taking general education courses.

6.4.1 Each institution has established policies for tuition and fees for course offerings. Federal Title IV guidelines and policies will govern NOC’s and Autry’s financial aid efforts.

6.4.2 Upon request, the financial aid office at NOC will calculate the total number of hours in which the student enrolls. The total number of hours will be calculated by totaling the number of NOC hours and the number of Autry hours. The sum will be used to determine full time student status. (Hours must not be duplicated and must comply with academic workload standards in OSRHE policy.)

7. QUALITY CONTROL

7.1 Faculty Credentials

7.1.1 Requirements. NOC’s faculty will meet the requirements of the Higher Learning Commission of the North Central Association of Colleges and Schools. These faculty members will work closely with Autry’s faculty who meet the educational and training requirements of the Oklahoma Department of Career and Technology Education.

7.1.2 Faculty Credential Review and Approval. Faculty teaching college-credit classes as part of the Alliance agreement shall submit a resume, official college/university transcripts, and verification of applicable licenses or industry certifications to NOC offering the program. The Chief Academic Officer, Division Dean or designee from NOC, in consultation with the Campus Director from Autry, will annually review the qualifications.
and credentials of faculty and recommend appointment as an adjunct faculty member.

7.2 Assessment of Student Performance

7.2.1 Competency Based Assessment. As with all assessment of student performance at NOC and Autry, student assessment as part of this Alliance will be characterized by predetermined competencies shared with students in the form of measurable objectives. Assessment measurements are matched to the specific predetermined objectives.

7.2.2 End-of-Course Student Assessment. Each student will be presented with a syllabus at the beginning of each course that contains the objectives and the procedure for determining achievement of the objectives, including assignment of the final course grade. As with all final grades at NOC (and the other state institutions of higher education), grades assigned in Alliance courses shall conform to the grading system as set forth by the OSRHE (see NOC’s “Catalog”) and the standards of ODCTE and Autry.

7.2.3 End-of-Degree Program Assessment. All programs at NOC, including programs included in the Alliance, are also required to conduct assessment of the collective student performance relative to the overall program objectives. Each program assessment requires students to participate in both general education and discipline specific end-of-program assessment measures. The end-of-degree program assessment results will be reviewed by Alliance program faculty and administrators to use to implement revisions and changes to improve the program’s effectiveness.

7.3 Review of Degree/Certificate Programs

7.3.1 Review Requirement. All technical/occupational programs at NOC, including those offered as part of this Alliance, shall be subject to a periodic external review either as part of the required OSRHE Technical/Occupational Program Review Process or by a specialty accrediting agency recognized by the U.S. Department of Education. Similar external reviews and evaluations of Autry programs are required by ODCTE. Continuance of a particular program is contingent upon a favorable external evaluation report.

7.3.2 Cost Effectiveness. It is the goal of the Alliance to deliver post-secondary technical education in a manner that is cost-effective. Programs approved for inclusion in the Alliance shall comply with the unnecessary duplication philosophy held by NOC, Autry, OSRHE and ODCTE. The required review if the degree programs included in the Alliance shall include an analysis of the impact on the cost of the program.

8. FINANCIAL ISSUES

8.1 Business Plan. The required Cooperative Alliance Strategic Plan shall include information regarding the financial arrangements and direct costs of the Alliance expended by NOC and Autry. They will include costs incurred by both NOC and Autry as a result of the participation in the Alliance.

8.2 Financial Arrangements

8.2.1 Cost of Instruction. The primary cost of instruction for technical courses included as part of the Alliance agreement and taught at Autry by Autry’s faculty will be borne by the Autry. The primary cost of instruction for courses offered by NOC, included as part of the Alliance agreement, taught at Autry by an NOC faculty, shall be borne by NOC.

8.2.2 Cost to Students

8.2.2.1 Technical courses for High School Students. High school students, who are admitted to NOC and thereby enrolled in an approved Alliance technical course offered at Autry, shall not pay college tuition.

8.2.2.2 Technical courses for Adult Students. Adult students, who are admitted to NOC and enrolled in an approved Alliance technical course offered at Autry, shall pay only the program tuition established by Autry to Autry. Adult students
shall not pay college tuition.

8.2.2.3 Other Courses Offered at Autry by NOC. Other NOC courses may be offered at Autry upon mutual agreement under this Alliance, (for example, general education courses). The direct costs of instruction of these courses are borne by NOC, and the enrolled student will be charged the applicable college tuition and fees, payable to the NOC.

8.3 Cost of the Alliance. Costs to support the Alliance will be shared by NOC and Autry; a separate Alliance budget will not be established. The expenses paid by NOC will be included in the NOC’s budget. The expenses paid by Autry will be included in Autry’s budget.

8.3.1. Cost to the NOC. Personnel and non-personnel costs assigned to support the Alliance by NOC will be paid directly by NOC.

8.3.2. Cost to the Autry. Personnel and non-personnel costs assigned to support the Alliance by Autry will be borne by Autry.

8.3.3 Cost Reports. The Cooperative Alliance Annual Business Plan will include a proposed budget for the coming year and a summary of expenditures for the previous year.

9. MARKETING AND OUTREACH

9.1 Marketing Approach. A joint marketing plan will be developed and implemented between the comprehensive schools, Autry, and NOC. The marketing approach of the Alliance is to create an awareness and promote the advantages offered by the Alliance to potential students (high school and adult students) and to inform and promote the advantages of the Alliance to the community, including high school and college faculty, staff, and administrators, governmental agencies, and employers.

9.2 Marketing Strategies

9.2.1. Promote and Clarify the Advantages of College-Credit and Degrees. The Alliance with the assistance of OSRHE and ODCTE will develop a campaign to promote and clarify the advantages of college-credit and completing an associate’s degree, including preparation for employment, earning potential, portability of college credit to other colleges and degree programs, and available opportunities to apply this degree to a baccalaureate degree. NOC will work toward establishing articulation agreements with regional universities to facilitate seamless progression to a baccalaureate degree for Alliance students.

9.2.2. Promote the Value-Added Benefits of the Alliance. The Alliance in cooperation and assisted by OSRHE and ODCTE will develop a joint public relations campaign that will inform and promote the value-added benefits of the Alliance, including the Alliance as a high quality and rigorous educational alternative for either high school students or adults, with cost savings to the community, and that meets the needs of the current and emerging technical workforce.

9.2.3. Marketing and Outreach.

9.2.3.1. Marketing and outreach personnel from each institution will work together and individually to develop publications supporting the Alliance Agreement.

9.2.3.2. Marketing and outreach personnel at each institution will update existing campus publications as they are reprinted so the new publications will reflect the cooperative nature of the programs being offered.

9.2.3.3. Marketing and Outreach personnel from each institution will cooperate in developing opportunities to capitalize on positive publicity available through print and electronic media. When such opportunities arise, the institution where the opportunity originates will contact personnel at the other institutions. Whenever possible, the other institutions should be
notified prior to contacting the media. In all cases, information presented to the media clearly reflects the cooperative nature of the programs presented, and whenever possible, is reasonably balanced in its references to the cooperating institutions.

9.3 Evaluation of the Marketing Approach. The evaluation of the marketing approach will be evaluated by the joint Marketing Team on an annual basis.

9.4 Marketing Budget. The Annual Plan shall include a marketing budget to support the accomplishments of the marketing goal. New expenses are anticipated as minimal. Closer communication and joint cooperation should yield greater exposure for the Alliance by NOC and Autry within each other’s existing publications and marketing campaigns.

10. REPORTING

10.1 Cooperative Alliance Annual Report. An annual summary annual report on the performance of the Alliance during the previous fiscal year is required. This report will be jointly prepared and submitted to the respective governing boards. This report shall provide information and analysis that is directly related to the planned annual performance objectives outlined in the Alliance Strategic Plan, including information on enrollment, retention and graduation, assessment reports, budget, and other notable accomplishments and challenges.

10.2 Program Review and External Review Reports. All degree/certificate programs shall be required to be part of the five-year Technical/Occupational Review process or part of the national accreditation review process. Both processes result in an external review report for each program that is included in the Alliance. These external review reports will be submitted to the OSRHE and the Department of Career Technology Education.

10.3 Student and Program Assessment Reports. Pre-assessment (admissions) summary data, end-of-course summary assessment data, and end-of-program assessment data shall be required and will be provided to Alliance faculty and administrators as part of the process to improve instruction and thereby improving student success in the programs. Appropriate existing reports that meet the requirements of the Alliance may be used, thereby eliminating the need for redundancy in reporting. These reports shall be filed in the appropriate office at both the NOC and Autry.

11. DURATION AND AMENDMENTS TO THIS ALLIANCE AGREEMENT

11.1 Duration. This Cooperative Alliance Agreement and any amendments shall remain in force until such time NOC or Autry decides to dissolve the Alliance. Dissolution of the Alliance requires approval by either the local governing board of NOC or Autry.

11.2 Amendments. This Cooperative Alliance Agreement may be revised only through an amendment to the agreement. Amendments are included through written mutual approval by both the President of NOC and the Superintendent of Autry. Amendments shall comply with all applicable OSRHE and ODCTE policies.
SIGNATURE AUTHORITY

This Cooperative Alliance between the Autry Technology Center (ATC) and Northern Oklahoma College (NOC) is entered into freely and with joint benefits to both institutions. This agreement will remain in effect as long as both institutions desire to maintain the understanding expressed in this document.

The Cooperative Alliance Agreement must be signed by the President and Superintendent, and approved by the Oklahoma State Regents for Higher Education and the State Board of Career and Technology Education.

Agreed to this _____day of____________, 2005 by:

________________________________   _______________________________
Dr. Jim Strate       Dr. Joe Kinzer
Superintendent       President
Autry Technology Center      Northern Oklahoma College

This Cooperative Alliance was approved by the Oklahoma State Board of Regents for Higher Education on this _______day of ________________, 2005.

This Cooperative Alliance was approved by the Oklahoma Department of Career and Technology Education on this ________day of __________________, 2005.
APPENDIX I
<table>
<thead>
<tr>
<th>Autry Technology Center:</th>
<th>Northern Oklahoma College Associate in Applied Science Degree with a Program in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation Technician</td>
<td>Assoc. in Applied Science Degree With a program in Aviation Maintenance Technician: Airframe and Power Plant Technology Option</td>
</tr>
<tr>
<td>Business and Information Technology</td>
<td>Assoc. in Applied Science Degree with a program in Office Management</td>
</tr>
<tr>
<td>Child Care (CDA Training)</td>
<td>Assoc. in Applied Science Degree with a program in Child Development</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Assoc. in Applied Science Degree with a program in Health Services Technology: Dental Assistant Option</td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>Assoc. in Applied Science Degree with a program in Engineering Technology: Drafting and Design Option</td>
</tr>
<tr>
<td>Electronic Systems</td>
<td>Assoc. in Applied Science Degree with a program in Electronics Technology</td>
</tr>
<tr>
<td>Electronic Systems</td>
<td>Assoc. in Applied Science Degree with a program in Information Technology: Networking Option</td>
</tr>
<tr>
<td>Electronic Technology: Electrical Engineering</td>
<td>Assoc. in Applied Science Degree with a program in Electronics Technology: Electrical Engineering Technician Option</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>Assoc. in Applied Science Degree with a program in Printing Technology</td>
</tr>
<tr>
<td>Health Occupations Certification</td>
<td>Assoc. in Applied Science Degree with a program in Health Services Technology</td>
</tr>
<tr>
<td>Mechanical Technology</td>
<td>Assoc. in Applied Science Degree with a program in Industrial Technology: Mechanical Technology Option</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>Assoc. in Applied Science Degree with a program in Office Management: Medical Assistant Option</td>
</tr>
<tr>
<td>Practical Nursing (LPN)</td>
<td>Assoc. in Applied Science Degree with a program in Nursing (RN)</td>
</tr>
<tr>
<td>Radiography</td>
<td>Assoc. in Applied Science Degree with a program in Radiography</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Assoc. in Applied Science Degree with a program in Surgical Technology</td>
</tr>
</tbody>
</table>
APPENDIX II
Cowley County Community College, Arkansas City, KS

Students can receive up to 44 credit hours for successful completion of an Autry Technology Center program containing approximately 1050 clock hours. An Associate of Applied Science degree may be obtained from Cowley County Community College with an additional 18 credit hours of general education.

Northern Oklahoma College, Enid and Tonkawa, OK

<table>
<thead>
<tr>
<th>Autry Tech Program</th>
<th>NOC Degree</th>
<th>Potential Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aviation Technology</td>
<td>Aviation Maintenance Technology</td>
<td>27 cr. hrs.</td>
</tr>
<tr>
<td>Business and Information Technology</td>
<td>Office Management</td>
<td>27 cr. hrs.</td>
</tr>
<tr>
<td>Child Care (CDA Training)</td>
<td>Child Development</td>
<td>6 cr. hrs.</td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>Engineering Tech-Drafting &amp; Design</td>
<td>35 cr. hrs.</td>
</tr>
<tr>
<td>Electronic Systems</td>
<td>Electronics Technology</td>
<td>50 cr. hrs.</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>Electronics Technology</td>
<td>18 cr. hrs.</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>Printing Technology</td>
<td>30 cr. hrs.</td>
</tr>
<tr>
<td>Health Occupations Certification</td>
<td>Health Service Technology</td>
<td>27 cr. Hrs.</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>Office Management Option</td>
<td>27 cr. hrs.</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Nursing</td>
<td>16 cr. hrs.</td>
</tr>
<tr>
<td>Radiography</td>
<td>Radiography</td>
<td>52 cr. hrs.</td>
</tr>
<tr>
<td>Surgical Technology</td>
<td>Surgical Technology</td>
<td>34 cr. hrs.</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology</td>
<td>16 cr. hrs.</td>
</tr>
</tbody>
</table>

General education courses required for degree completion may be available on the Autry campus via ITV.

Mid-America Bible College, Oklahoma City, OK

Completion agreements for the Surgical Technology and Radiography programs for a Bachelor of Science Degree in Management and Ethics.

OSU-Oklmulgee, Okmulgee, OK

<table>
<thead>
<tr>
<th>Autry Tech Program</th>
<th>OSU-Oklmulgee Degree</th>
<th>Potential Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Conditioning and Refrigeration</td>
<td>A/C and Refrigeration Technology</td>
<td>6 cr. hrs.</td>
</tr>
<tr>
<td>Automotive Service Technology</td>
<td>Automotive Technology</td>
<td>5-10 cr. hrs.</td>
</tr>
<tr>
<td>Business &amp; Information Technology</td>
<td>Business and Computer Technology</td>
<td>53 cr. hrs.</td>
</tr>
<tr>
<td>Collision Repair Technology</td>
<td>Collision Repair Technology</td>
<td>10 cr. hrs.</td>
</tr>
<tr>
<td>Construction Technology</td>
<td>Constructions Technology</td>
<td>9 cr. hrs.</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Food Service Management</td>
<td>11 cr. hrs.</td>
</tr>
<tr>
<td>Diesel and Heavy Equip. Technology</td>
<td>Heavy Equipment and Vehicle Institute</td>
<td>7 cr. hrs.</td>
</tr>
<tr>
<td>Drafting and Design</td>
<td>Engineering Graphics Technology</td>
<td>29 cr. hrs.</td>
</tr>
<tr>
<td>Electronic Systems</td>
<td>Electrical &amp; Electronics Technology</td>
<td>36 cr. hrs.</td>
</tr>
<tr>
<td>Electronics Technology</td>
<td>Electrical &amp; Electronics Technology</td>
<td>21 cr. hrs.</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>Visual Communications Technology</td>
<td>9 cr. hrs.</td>
</tr>
</tbody>
</table>

OSU-OKC, Oklahoma City, OK

<table>
<thead>
<tr>
<th>Autry Tech Program</th>
<th>OSU-Oklahoma City Degree</th>
<th>Potential Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafting and Design</td>
<td>Architectural Technology</td>
<td>13 cr. hrs.</td>
</tr>
</tbody>
</table>

Southwestern College Professional Studies, Wichita and Winfield, KS
This enables a student to complete a baccalaureate degree if he/she has an associate degree or has 48 transcripted hours and has been employed full-time for more than three years.

*University of St. Francis, Joliet, IL*

A B.A. completion program available to graduates of the Radiography program and can be completed online.
PROPOSED PILOT

COOPERATIVE ALLIANCE

Western Oklahoma State College
and
Southwest Technology Center

ALTUS, OKLAHOMA 73521

Cooperative Alliance Charter
This charter is a formal document which describes the principles and procedures under which this Alliance will operate. Southwest Technology Center and Western Oklahoma State College have jointly participated in developing this charter and both the Southwest Technology Center Superintendent and Board along with the Board of Western Oklahoma State College and President have given approval to this final draft. It is understood that the ‘Admissions’ section will be changed to reflect a statewide admission standard by agreement of OSRHE and ODCTE.

The following specifications are included as per the guidelines listed in the “Concept and Process for Cooperative Alliance”, April 28, 2004.

1. INTRODUCTION

1.1. Background

1.1.1. The Cooperative Alliance (“Alliance”) between Western Oklahoma State College (“WOSC”) and Southwest Technology Center (“SWTC”) represents a voluntary joint vision of a collaborative partnership designed to benefit students and enhance the technical workforce in southwest Oklahoma. Although WOSC and SWTC have a long and successful history of collaboration, this Alliance is designed to strengthen the relationship, comply with the Oklahoma State Regents for Higher Education (“OSRHE”) and the Oklahoma Department of Career and Technology Education (“OCDTE”) document, “Concept and Process for Cooperative Alliances” (dated April 28, 2004) and ultimately provide the highest quality college-level technical education and occupational training, related support and general education to the public in the most efficient and effective manner while retaining the individual missions of both WOSC and SWTC.

1.2. The Alliance Mission, Vision, and Goals

1.2.1. Mission. The mission of the Alliance between WOSC and SWTC is to provide college degree and technical certificate opportunities for technical education and training which benefit the students, employers, and the public.

1.2.2. Vision. By fulfilling the mission, the Alliance aspires to have a significant impact on improving the economy and quality of life in southwest Oklahoma.

1.2.3. Goals:

1.2.3.1. Student Achievement. The Alliance will enhance the educational and workplace performance of students.

1.2.3.2. Business Development. The Alliance will create a clear business advantage and will support the economic development of southwest Oklahoma.

1.2.3.3. Educational Opportunity. The Alliance will promote the educational opportunity and advantages of this cooperative partnership to students, parents, high school counselors, the faculty and staff at WOSC and SWTC, and other community members.

1.2.3.4. Partnership Relationship: The Alliance will increase the synergistic relationship between WOSC and SWTC, allowing for a maximum benefit to students and employers, and to maximize the investment made by the public to provide college-level technical education and occupational training, related support and general education.

2. CONCEPTUAL BASIS FOR THE COOPERATIVE ALLIANCE

2.1. Student Centered. The Alliance will be student-centered, focusing on an integrated learning experience for each student which has as its goal the completion of the Associate of Applied Science (AAS) degree and/or technical certificate program.

2.2. Integration of Technical and General Education. The Alliance will deliver degree and technical certificate programs that focus not only on the technical knowledge and skills,
but also on general education knowledge and skills that are transferable within the
workplace and professions, and prepare the graduate for a higher quality of life.

2.3. Transferable College Credit

2.3.1. College Transcript. WOSC, or other Oklahoma institutions with approved
cooporative programs at SWTC, will maintain an official college transcript for each
student enrolled as part of the Alliance. The Alliance will provide for increased
transferability of college-credit by requiring that qualified high school students and
adults be admitted to WOSC, or another Alliance approved Oklahoma college or
university, enroll in the college credit courses, obtain the college credit upon course
completion, and have an official college transcript. Participation in the Alliance by
students is encouraged but not required. Appropriate parental approval is required
for secondary students.

2.3.2. Transfer Matrix. WOSC will participate in a state-wide transfer equivalency
matrix for technical courses and programs, including those courses and programs
offered as part of the Alliance.

2.4. Degree and/or Certificate Completion. The Alliance will focus on student success,
including the completion of the AAS degree and/or technical certificate program. This
focus will be accomplished through the integration of the general education and support
courses required for the degree and technical certificate through the promotion of the
advantages of degree and technical certificate completion, and through proactive
advising and counseling.

2.5. Student Support Services. The Alliance is committed to treating all Alliance students at
SWTC admitted to WOSC, or another Alliance approved Oklahoma college or
university, as part of the collegiate community, including advising, admission and
enrollment, career advisement, and assistance with job placement and financial aid
when appropriate. The provision of these services by WOSC will be coordinated
through SWTC Student Services to insure consistency and non-duplication of effort.

2.6. Assessment. The Alliance provides for student entry-level, general education, and
outcomes assessment. The Alliance also provides for tracking of students in a
seamless manner from first-time enrollment through graduation and initial employment,
or transfer to state system college or university.

2.7. Other Post-Secondary Technical Education. Through mutual agreement, the Alliance
also seeks to collaborate on non-credit business and industry training as needed to
enhance training requirements of the business-industry.

3. SCOPE OF THE ALLIANCE

3.1. Original Cooperative Agreement. Upon final approval, this Alliance agreement
supersedes the original agreements, “Cooperative Agreement between WOSC and
Southwest Technology Center District Number 27.”

3.2. Degrees and Programs. Through the Alliance, WOSC and SWTC will cooperatively
deliver technical degrees and technical training certificates in program areas where
effectiveness and efficiency can be enhanced and where a student-centered,
competency based approach can be maintained. Programs not conducive to inclusion
within an AAS degree, and offered for non-college credit training certificates only, are
not included in the Alliance and remain with SWTC.

3.3. Planning. The partners shall jointly develop a strategic plan to include initiatives and
measurable outcomes related to the goals in this Alliance agreement. Such plan shall
be annually reviewed and updated.

3.4. Principle Partner Relationship. WOSC will serve as the exclusive principle Oklahoma
higher education partner with SWTC. The following strategies are designed to foster a
positive Alliance relationship:
3.4.1. **Participation.** The Alliance will support meetings between and among the chief executive officers, administrators, program faculty, advisors and counselors, and other staff assigned. The purpose of such meetings is to increase awareness, review outcome reports, and conduct planning, exchange mutually beneficial information in support of the Alliance and its programs.

3.4.2. **Faculty & Staff Development.** The Alliance will jointly plan and implement appropriate faculty and staff development activities when such activities are determined to result in benefit to the programs and those involved.

3.4.3. **Sharing Resources.** The Alliance partners, WOSC and SWTC, have a history of sharing resources. That historical cooperation in the utilization of resources will continue under the Alliance.

4. **CURRICULUM**

4.1. **Objective.** The Alliance will deliver high quality college-level technical education and occupational training, related support and general education leading to WOSC AAS degree programs that comply with applicable policies of the OSRHE and the Board of Regents for WOSC; technical training certificates that comply with applicable policies of the ODCTE and the Board of Education for SWTC, and meet the certification and training standards of business and industry, as well as the needs of students and employers.

4.2. **Status of Existing WOSC/SWTC Cooperative Programs.** All programs that are currently a part of the original and amended “Cooperative Agreement Between Western Oklahoma State College and Southwest Technology Center” shall continue and be assumed as part of this Alliance agreement. These continued programs are listed in Appendix I.

4.3. **Program Approval and Review Process.** All future programs planned for inclusion within the Alliance, shall be jointly developed and approved by the respective institutions.

4.4. **Status of Other Existing Cooperative Agreements.** Other Oklahoma institutions of higher education may also offer cooperative programs at SWTC with joint approval of WOSC, the primary Oklahoma higher education partner, and SWTC. All current programs offered by other Oklahoma institutions shall be continued and shall be included as part of the Alliance. If applicable, these programs are listed in the Appendix.

4.5. **Approval Process for Additional Degree and/or Certificate Programs**

4.5.1. Potential additional programs offered cooperatively by WOSC or other Oklahoma institutions shall be identified early in the development and planning process, and shall be included in the annual planning. This is not meant to inhibit either institutions’ individual ability to develop new programs to meet the mission of their institution when technology or college credit is not inherent to the program.

4.5.2. Additional AAS college degree and technical training certificate programs delivered cooperatively at SWTC by Oklahoma higher education institutions other than WOSC shall be required to submit a written proposal for approval by WOSC and SWTC. These additional programs may be added to the Alliance through an amendment to this agreement.

4.6. **Practitioner Advisory Committees.** Consistent with the requirement for practitioner advisory committees for all technical-occupation programs at WOSC and SWTC, the degree and certificate programs offered as part of the Alliance shall have an active Advisory Committee, and shall comply with the requirements of WOSC Administrative Procedure and SWTC policies and procedures. This is consistent with the ODCTE
requirement for external advisory committees for all programs offered at SWTC. Duplicative efforts are not required.

5. CRITERIA FOR ADMISSIONS, ACADeMIC STANDARDS, AND GRADUATION

5.1 Regular Admission. Admission requirements for regular admissions to WOSC are listed in the WOSC “Catalog” and shall apply to recent high school graduates and adults. Likewise, admission requirements to SWTC are listed in the SWTC student handbook and annual schedule.

5.2 Special Admission—Cooperative Alliance Simultaneously Concurrently Enrolled High School Students. High school juniors and seniors enrolled at SWTC may also be provisionally admitted to WOSC under the OSRHE special admission category. This special admission to WOSC allows qualified high school students to enroll in selected technology courses delivered as part of an Alliance program with SWTC.

5.2.1 Has written parental/guardian consent to be admitted to WOSC and enroll in WOSC courses by virtue of their participation in program enrollment through SWTC and the Cooperative Alliance; and

5.2.2 Has a written statement from the student and parent/guardian indicating an understanding of the eligibility for admission to WOSC and SWTC, as well as the guidelines and policies regarding the transcription of the WOSC technical course on a WOSC official student transcript; and the industry requirements for technical training certificate completion in the SWTC program.

5.3 Course Pre-requisites. All students desiring to enroll in general education and support courses in science, mathematics, or English must meet the regular ACT or an ACT Residual Exam test score requirement to enroll in the corresponding subject area.

5.4 Academic Standards. The current WOSC “Catalog” outlines the academic standards required of all students, including those enrolled as part of the Alliance with SWTC. Likewise, the SWTC Student Handbook outlines the standards required of all students to continue successfully in their technology program. Generally, students must maintain a 2.0 grade point average to remain in good standing under the Alliance.

5.5 Graduation and Degree/Certificate Requirements. The current WOSC “Catalog” outlines all of the graduation and degree or certificate requirements for each program, including those programs that are offered through the Alliance. SWTC Student Handbook and program guides outline necessary competency levels required to successfully complete technical training certificate programs.

6 STUDENT SUPPORT SERVICES

6.1 Objective. It is the goal of WOSC and SWTC to provide integrated and comprehensive support services to students enrolled as part of the Alliance to insure effectiveness but without duplication or redundancy of effort.

6.2 Pre-Assessment. Counselors and faculty may use the ACT Plan score and ACT Plan sub-scores (and other available test scores, such as the ACT, SAT, TABE, ACT Compass, Accuplacer), the student’s previous academic record, recommendations from high school administrators/counselors/teachers, and personal knowledge of the student to best advise the student. The Student Services personnel at SWTC maintain an integral presence through services on the home campuses of partner school districts and facilitate the pre-assessment.

6.3 Advising and Counseling. WOSC and SWTC will jointly provide advising and counseling services to students. These services include assisting with college admissions, program selection, enrollment, career exploration, personal counseling, and employment services. It is recognized that SWTC, because of its mission and relationship to partner school districts, will be the initial point of advisement and counseling to high school students entering SWTC technology programs. The goal is
to encourage all students to succeed and attain the highest level of competency and completion.

6.4 Financial Aid. There is no additional cost to students who are admitted and enrolled in WOSC technical courses by virtue of their enrollment at SWTC as part of this Alliance. High school students attend SWTC with no tuition cost. A limited number of Tuition Fee Waivers and other scholarships are available through WOSC for adult students. Limited scholarships are available at SWTC for adult students. “Thirteenth year scholarships” are offered at SWTC for returning ‘prior year’ seniors from partner high schools to facilitate program completion. Tuition and fees for related technical-occupational support and general education courses from WOSC will be the responsibility of the student. Financial assistance is available at both WOSC and SWTC to students who qualify. A transcription fee for adult students may be charged if determined necessary based on increased costs, with such costs being the responsibility of students.

QUALITY CONTROL

6.5 Faculty Credentials

6.5.1 Requirements. Qualified WOSC faculty will meet the faculty requirements of the Higher Learning Commission of the North Central Association of Colleges and Schools. These faculty members will serve as Alliance advisors and work closely with SWTC faculty who meet the educational and training requirements of the Oklahoma Department of Career and Technology Education.

6.5.2 Faculty Credential Review and Approval. The Vice President for Instruction from WOSC and the Campus Director from SWTC will review the qualifications and credentials of faculty as a part of the annual planning process.

6.6 Assessment of Student Performance

6.6.1 Competency Based Assessment. As with all assessment of student performance at WOSC and SWTC, student assessment as part of this Alliance will be characterized by predetermined competencies shared with students in the form of measurable objectives. Assessment measurements are matched to the specific predetermined objectives.

6.6.2 End-of-Course Student Assessment. Each student will be presented with a syllabus at the beginning of each course that contains the objectives and the procedure for determining achievement of the objectives, including assignment of the final course grade. As with all final grades at WOSC, and the other Oklahoma state institutions of higher education, grades assigned in Alliance courses shall conform to the grading system as set forth by the OSRHE (see WOSC “Catalog”) and the required standards of ODCTE and SWTC.

6.6.3 End-of-Degree Program Assessment. All programs included in this Alliance are required to conduct assessment of the collective student performance relative to the overall program objectives. Each program assessment requires students to participate in both general education and discipline specific end-of-program assessment measures. The end-of-degree or technical training program assessment results will be reviewed by Alliance program faculty and administrators to improve the program’s effectiveness.

6.7 Review of Degree/Certificate Programs

6.7.1 Review Requirement. All technical/occupational programs at WOSC, including those offered as part of this Alliance, shall be subject to a periodic external review either as part of the required OSRHE Technical/Occupational Program Review Process or by a nationally or regionally recognized accrediting agency. Similar external reviews and evaluations of programs are required by ODCTE of SWTC. Continuance of a particular program as a part of this Alliance is contingent upon a favorable external evaluation report, national or regional accreditation, or 5-year OSRHE review.
6.7.2 **Cost Effectiveness.** It is the goal of the Alliance to deliver post-secondary technical education to both secondary and adult students in a manner that is cost-effective. Programs approved for inclusion in the Alliance shall comply with the unnecessary duplication philosophy held by both institutions. Prudent use of limited resources is important.

7 **FINANCIAL ISSUES**

7.1 **Business Plan.** The plan will include costs incurred, to the extent possible, by both WOSC and SWTC as a result of the participation in the Alliance. Needless duplication of effort and therefore resources will be identified, cost estimates applied when possible, and eliminated, except in such instance where such action might inhibit the institutions ability to maintain its basic mission and future operations.

It is recognized that funding mechanisms for all three educational institutions (high schools, technology centers, and higher education) differ but are dependent at varying degrees upon state revenues and students served. The difference in funding mechanisms hinder financial comparisons.

7.2 **Financial Arrangements**

7.2.1 **Cost of Instruction.** The primary cost of instruction for technical courses included as part of the Alliance agreement, courses taught at SWTC by SWTC faculty, will be borne by SWTC. The primary cost of instruction for other courses offered directly by WOSC, included as part of the Alliance agreement, shall be borne by WOSC.

7.2.2 **Cost to Students**

7.2.2.1 **High School Students.** High school students who are admitted to WOSC by virtue of their participation in program enrollment through SWTC and the Cooperative Alliance, and thereby enrolled in an approved Alliance WOSC technical course offered at SWTC, shall not pay college tuition and/or college fees. Tuition and fees payment for enrollment of high school students in WOSC related support and general education courses shall be the responsibility of the student.

7.2.2.2 **Adult Students.** Adult students who are admitted to WOSC and enrolled in an approved Alliance WOSC technical course offered at SWTC, by virtue of their participation in program enrollment through SWTC and the Cooperative Alliance, shall pay only the program tuition established by SWTC to SWTC. Adult students shall not pay college tuition.

7.2.2.3 **Other Courses Offered at SWTC by WOSC.** Other WOSC courses may be offered at SWTC upon mutual agreement under this Alliance based on mutually determined program need and availability of space. The direct costs of instruction for such courses shall be borne by WOSC, and the enrolled student will be charged the applicable college tuition and fees, payable to WOSC.

7.3 **Cost of the Alliance.** Inherent costs to support the Alliance will be shared by WOSC and SWTC; however, a separate Alliance budget will not be established. The expenses paid by WOSC will be included in WOSC budgets. The expenses paid by SWTC will be included in SWTC budgets.

7.3.1 **Cost to WOSC.** Personnel and non-personnel costs in support the Alliance by WOSC will be paid directly by WOSC.

7.3.2 **Cost to SWTC.** Personnel and non-personnel costs in support the Alliance by SWTC will be borne by SWTC.

7.3.3 **Cost Reports.** Additional costs are not anticipated as current personnel and programs will be adapted and utilized to coordinate efforts under the Alliance. Therefore, the identification and determination of actual costs for reporting may be difficult if not impossible.
7.3.4 Potential Funding Benefits. The potential exists for WOSC to receive a minimal funding increase under the current funding formula if student participants increase and if new funds are made available through the OSRHE. Current funding mechanisms hold no potential increase in funding for SWTC.

8 MARKETING

8.1 Marketing Approach. The marketing approach of the Alliance is to create an awareness and promote the advantages offered by the Alliance to potential high school and adult students, and to inform and promote the advantages of the Alliance to the community, including high school and college faculty, staff, and administrators, governmental agencies, and employers.

Marketing Strategies

8.1.1 Promote and Clarify the Advantages of College-Credit, Technical Certificates, and Degrees. The Alliance with the assistance of OSRHE and ODCTE will develop a campaign to clarify the advantages of college-credit and completing an associate’s degree; completion of technical training certificates and preparation for employment; earning potential; portability of college credit to other colleges and degree programs; and available opportunities to apply this degree to a baccalaureate degree. WOSC will work toward establishing articulation agreements with regional universities to complete the baccalaureate degree for Alliance students.

8.1.2 Promote the Value-Added Benefits of the Alliance. The Alliance in cooperation and assistance of OSRHE and ODCTE will develop a joint public relations campaign that will inform and promote the value-added benefits of the Alliance, including the Alliance as a high quality and rigorous educational and training alternative for both high school and adult students; with cost savings to the community and the capability to meet the needs of the current and emerging technical workforce.

8.1.3 Create a Brand for the Alliance. The Alliance will create a brand that is unique to the Alliance and that will define the Alliance, promote the Alliance with the goal of establishing the Alliance as a recognizable and well-known entity, while recognizing the parent institution participants as WOSC and SWTC.

8.2 Marketing Budget. The marketing budget will be absorbed by the existing marketing budgets within WOSC and SWTC. New expenses are anticipated as minimal. Closer communication and joint cooperation are expected to yield greater exposure for the Alliance by both participant institutions within each other’s existing publications and marketing campaigns.

9 REPORTING

9.1 Cooperative Alliance Annual Report. A summary annual report on the performance of the Alliance during the previous fiscal year is required. This report shall be jointly prepared and submitted to the respective local governing boards. This report shall provide information and analysis that is directly related to the planned annual performance objectives outlined in the Cooperative Alliance Annual Plan, including information on enrollment, retention and graduation, assessment reports, financial arrangements, marketing endeavors, cost, and other notable accomplishments and challenges.

9.2 Student and Program Assessment Reports. Pre-assessment (admissions) summary data, end-of-course summary assessment data, and end-of-program assessment data shall be required and will be provided to Alliance faculty and administrators as part of the process to improve instruction and therefore improve student success in the programs. Appropriate existing reports that meet the requirements of the Alliance may be used, thereby eliminating the need for redundancy in reporting. These reports shall be filed in the appropriate office at both WOSC and SWTC.

10 DURATION AND AMENDMENTS TO THIS ALLIANCE AGREEMENT
10.1 **Duration.** This Cooperative Alliance Agreement and any amendments shall remain in force until such time WOSC or SWTC decide to dissolve the Alliance. Dissolution of the Alliance requires approval by either of the local governing boards of WOSC or SWTC.

10.2 **Amendments.** This Cooperative Alliance Agreement may be revised only through an amendment to the agreement. Amendments are included through written mutual approval by both the President of WOSC and the Superintendent of SWTC. Amendments shall comply with all applicable OSRHE and ODCTE policies.
Signature Authority

The charter for the Cooperative Agreement must be signed by the President and Superintendent, and approved by the Oklahoma State Regents for Higher Education and the State Board of Career and Technology Education.

Western Oklahoma State College
Mr. Randy Cumby, President

Southwest Technology Center
Dr. C. June Knight, Superintendent

Mr. John Hester
Chairman of Board WOSC

Ms. Barbara Burge
President of Board SWTC

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Date
Date

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Appendix I

Cooperative Agreement Table
Technical Certificates and Associate of Applied Science Degree Programs

<table>
<thead>
<tr>
<th>Southwest Technology Center</th>
<th>Western Oklahoma State College Associate of Applied Science Degree with a Program in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Nursing Certificate</td>
<td>Assoc. in Applied Science Degree with a program in Nursing (ADN)</td>
</tr>
<tr>
<td>Aviation &amp; Aerospace Technology Certificate</td>
<td>Assoc. in Applied Science Degree with a program in Aviation</td>
</tr>
<tr>
<td>Automotive Technology Certificate</td>
<td>Assoc. in Applied Science Degree with a program in Applied Technology</td>
</tr>
<tr>
<td>Electronics Technology Certificate</td>
<td>Assoc. in Applied Science Degree with a program in Applied Technology</td>
</tr>
<tr>
<td>Construction Trades Certificate</td>
<td>Assoc. in Applied Science Degree with a program in Applied Technology</td>
</tr>
<tr>
<td>Business and Computer Technology Information Certificate</td>
<td>Assoc. in Applied Science Degree with a program in Computer Information Systems</td>
</tr>
<tr>
<td>Networking and P C Repair Certificate</td>
<td>Assoc. in Applied Science Degree with a program in Computer Information Systems</td>
</tr>
<tr>
<td>Simulator Maintenance Technology Certificate</td>
<td>Associate in Applied Science Degree with a program in Applied Technology</td>
</tr>
</tbody>
</table>
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 31, 2005

AGENDA ITEM #16-a:

Electronic Media.

SUBJECT: Oklahoma City Community College (OCCC). Approval of request to offer an existing degree program via electronic media.

RECOMMENDATION:

It is recommended that the State Regents approve OCCC’s request to offer the Associate in Arts in Liberal Studies (128) via electronic media with the stipulation that continuation of the electronic offering beyond spring 2007 will depend upon the successful completion of a “best practice” review prior to January 1, 2007.

BACKGROUND:

OCCC has been a leader in distance education offerings in the state, utilizing ITV courses, telecourses, and computer-based curricula. In the last five years, student enrollment in OCCC’s online courses have grown from 815 (FY2000) to 7,104 (FY2004). OCCC requests authorization to offer the existing Associate in Arts in Liberal Studies (128) via electronic media.

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.” The Electronic Media Policy calls for a two-step approval process. Evidence of specified quality criteria must be provided at the time of the initial request, with provisional approval granted if the criteria are addressed satisfactorily. Following provisional approval, the institution must conduct a “best practice” review that provides a quantitative and qualitative analysis of the electronic media offerings through a rigorous review of exemplary programs from other institutions. Final approval will depend on the results of this review.

Consistent with revisions to the Electronic Media Policy approved at the State Regents’ May 30, 2003 meeting, once an institution has successfully completed a best practice review process and received final approval of an electronic delivery program, separate reviews will not be required to offer additional existing programs via electronic media.

ANALYSIS:

OCCC has requested approval to offer the Associate in Arts in Liberal Studies (128) electronically. No new courses will be added. OCCC’s request addresses satisfactorily the criteria listed in the Electronic Media Policy. These criteria include faculty qualifications and training, student demand, adequacy of resources, and funding. OCCC’s responses are summarized below.

- Faculty. Faculty teaching online courses hold the same academic credentials as faculty teaching traditional courses. The Division of Instructional Resources provides technology support and
faculty development through workshops and individual instruction specifically related to electronic course delivery. Instructional design and development services are also made available to faculty along with technical support.

- **Demand.** The dramatic increase in online enrollments at OCCC demonstrates the need for the program. Students who are seeking a flexible and transferable program will be served through the course offerings. These include non-traditional learners, working adults, and students who prefer courses offered using online media.

- **Student Support Services.** OCCC provides a full range of support services to students taking distance education courses. Extensive library resources, admission and enrollment, advisement, and bookstore services are available online. Services are also accessible via telephone, fax, and email. A Testing Center on campus provides testing and assessment opportunities, since the majority of students served are within the greater Oklahoma City area. Other secure testing locations are arranged for more distant students.

- **Funding.** No new funding will be required to deliver this program electronically, since all the courses and services are currently being offered. Existing allocations in the institutional budget fund faculty, student support services, and related instructional resources.

As indicated above, OCCC will undergo a rigorous “best practice” review during the first two years of the programs’ online offerings. Continuation of the electronic delivery beyond spring 2007 will depend on the results of the review.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 31, 2005

AGENDA ITEM #16-b:

Electronic Media.

SUBJECT: Rose State College (Rose). Approval of request to offer existing degree programs via electronic media.

RECOMMENDATION:

It is recommended that the State Regents approve Rose’s request to offer the following seven programs via electronic media with the stipulation that continuation of the electronic offerings beyond spring 2007 will depend upon the successful completion of a “best practice” review prior to January 1, 2007:

- Associate in Arts in Liberal Studies (047)
- Associate in Arts in English (018)
- Associate in Arts in History (125)
- Associate in Arts in Social Sciences (112)
- Associate in Science in Business (007)
- Associate in Applied Science in E-commerce & Webmaster Technology (121)
- Associate in Applied Science in Library Technical Assistant (055)

BACKGROUND:

Rose began involvement in distance learning in 1972 as one of the first institutions to be selected as a transmitting institution for the Oklahoma Higher Education Televised Instruction System (Talkback TV). They expanded their offerings in 1978 to include pre-recorded telecourses offered on campus, then later on cable and open broadcast through the Oklahoma Educational Television Authority. Current offerings of telecourses and OneNet interactive video courses support distance learners across the state, including learning cohorts in high schools, career-technology centers, and correctional facilities. More recently, electronic media offerings have been expanded to include online courses.

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.” The Electronic Media Policy calls for a two-step approval process. Evidence of specified quality criteria must be provided at the time of the initial request, with provisional approval granted if the criteria are addressed satisfactorily. Following provisional approval, the institution must conduct a “best practice” review that provides quantitative and qualitative analysis of the electronic media offerings through a rigorous review of exemplary programs from other institutions. Final approval will depend on the results of this review.
Consistent with revisions to the Electronic Media Policy approved at the State Regents’ May 30, 2003 meeting, once an institution has successfully completed a best practice review process and received final approval of an electronic delivery program, separate reviews will not be required to offer additional existing programs via electronic media.

ANALYSIS:

Rose has requested approval to offer the following seven programs via electronic media:

- Associate in Arts in Liberal Studies (047)
- Associate in Arts in English (018)
- Associate in Arts in History (125)
- Associate in Arts in Social Sciences (112)
- Associate in Science in Business (007)
- Associate in Applied Science in E-commerce & Webmaster Technology (121)
- Associate in Applied Science in Library Technical Assistant (055)

No new courses will be added. Rose’s request addresses satisfactorily the criteria listed in the Electronic Media Policy. These criteria include faculty qualifications and training, student demand, adequacy of resources, and funding. Rose’s responses are summarized below.

- **Faculty.** Faculty teaching online courses hold the same academic credentials as faculty teaching traditional courses. An Instructional Designer provides support and assistance to faculty involved in course development and maintenance, and is located in an office adjacent to the faculty development computer lab in the Learning Resources Center. Full-time faculty have been leading course development efforts, and provide direction to adjunct faculty when they are involved in teaching online.

- **Demand.** Rose is committed to providing flexible and accessible learning experiences to students served by the institution. With the proximity to and relationships with Tinker Air Force Base, serving the needs of active duty military, civilians, and their dependents is of primary importance. Building on the growth in other electronic media and online courses, expansion of online degree programs will better serve those constituents who require more flexible offerings.

- **Student Support Services.** Rose provides extensive library resources through electronic databases accessible through the Internet. Additionally, implementation of new administrative system software is underway that will provide online enrollment, advisement, bursar, and other administrative services. Bookstore purchases and financial aid services are also being developed. Technical support for students is provided through a helpdesk, and through the WebCT course management system platform.

- **Funding.** No new funding will be required to deliver the programs electronically. Existing appropriations and student tuition and fees will cover the costs for faculty, related technology, and support services.

As indicated above, Rose will undergo a rigorous “best practice” review during the first two years of the programs’ online offerings. Continuation of the electronic delivery beyond spring 2007 will depend on the results of the review.
AGENDA ITEM #17:

Annual EPAS Report.

SUBJECT: EPAS -- Annual Report of Student Progress on the EXPLORE and PLAN Assessment for Academic Year 2004-2005

RECOMMENDATION:

This item is presented for information only.

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (EPAS) as a student preparation initiative since 1993. Annually, EPAS participation has increased to the point that, in the 2004-2005 academic year, 80,025 students took the EPAS assessments. Within that total, 41,997 students took the eighth grade EXPLORE assessment and 38,028 students took the 10th grade PLAN assessment. When EPAS began, four school districts participated in the pilot in 1993. Now, EPAS includes 488 participating school districts, including private schools and one Bureau of Indian Affairs school. Each district voluntarily participates in EPAS, over and above the state’s required testing for K-12 education. The EXPLORE, PLAN, and ACT assessment are linearly scaled, and developmentally progressive allowing for longitudinal monitoring of student progress toward college readiness over time.

POLICY ISSUES:

EPAS was originally created as a social justice initiative to strengthen student academic preparation following State Regents’ policy action to raise of admissions standards in the 1990’s. More recently, State Regents’ EPAS involvement was deepened by Regents’ action to reallocate social justice resources to support student preparation in 2000. Student preparation for college became the primary State Regents’ social justice focus by providing access to college through academic preparation. In tandem with financial aid support from OHLAP and outreach support provided through the federal GEAR UP program, EPAS continues to be a valuable tool for Oklahoma middle and high school students.

ANALYSIS:

Before presenting the EPAS data for 2004-2005, it is important to note how the student data and State Regents’ interpretation of that data have undergone a change over time as more students have begun taking the assessments. Early in the EPAS program, with smaller numbers of students taking the assessments because of lower district participation, it was not unusual to see larger jumps (or drops) in scores year-to-year. The size of the sample and the variance generated by the larger pool of students means that, as EPAS has reached saturation point in implementation, the gains or drops from year to year will not be as dramatic. Therefore, significant gains (or losses) in EPAS scores year to year are not likely to occur due to the large number of students taking the test.
Increases in scores will only occur with improved academic preparation for a sufficient number of students statewide that statistically significant gains would occur. Decreases in scores would occur if a significantly lower number of students took the assessments or if there is a significant increase in students of varying ability taking the tests.

**Eighth Grade EXPLORE Assessment Results**
The following table displays the EXPLORE results over the past three testing years against the national norms. Data presented in bold represent scores that fall below the national norms for eighth graders in the respective content areas.

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<tr>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>14.1</td>
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<tr>
<td>Mathematics</td>
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<td>14.0</td>
<td>14.4</td>
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<tr>
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</tr>
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<td>15.8</td>
<td>15.9</td>
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<tr>
<td>Composite</td>
<td>14.7</td>
<td>14.6</td>
<td>14.5</td>
<td>14.7</td>
</tr>
</tbody>
</table>

**EXPLORE and Achievement Gaps**
This table analyzes the scores of ethnic groups compared to the national norms. Data in bold indicate scores that fall below the national norms for these eighth graders in the respective content areas.

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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>11.6</td>
<td>13.0</td>
<td>14.8</td>
<td>11.8</td>
<td>14.9</td>
<td>13.9 (4.0)</td>
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<td>Mathematics</td>
<td>11.7</td>
<td>13.3</td>
<td>14.8</td>
<td>12.4</td>
<td>15.8</td>
<td>14.4 (3.5)</td>
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<td>Reading</td>
<td>12.1</td>
<td>13.2</td>
<td>14.7</td>
<td>12.3</td>
<td>14.7</td>
<td>13.9 (3.6)</td>
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<tr>
<td>Science Reasoning</td>
<td>14.5</td>
<td>15.3</td>
<td>16.4</td>
<td>14.6</td>
<td>16.9</td>
<td>15.9 (2.8)</td>
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<td>13.9</td>
<td>15.3</td>
<td>12.9</td>
<td>15.7</td>
<td>14.7 (3.0)</td>
</tr>
</tbody>
</table>

**Other EXPLORE Data**
The EXPLORE test also has questions that allow students to self report information in several key areas, such as educational aspiration, their plans to take core courses in high school, and potential career plans. Additionally, State Regents were able to add some Oklahoma specific questions to the exam this year. The following indicate what the students say:

- Sixty-seven percent indicate a plan to attend a two-year or four-year (with graduate education) college after high school.
- Thirty-nine percent of students expressed a need for help in math skills
- Thirty-six percent expressed a need for help in developing good study skills and habits
Two-thirds of Oklahoma eighth graders who took the EXPLORE said they need assistance in selecting high school courses, exploring postsecondary options, and exploring postsecondary financial aid.

Sixty-three percent replied that they only spend 0-2 hours reading outside of school each week.

Only 40 percent of responding eighth graders indicated that they felt their courses were challenging.

Twenty-five percent agreed or strongly agreed with the statement that a teacher or counselor helps them plan courses for school.

10th GRADE PLAN RESULTS

The PLAN assessment, administered to 10th graders, is a good estimate of what a student would score on the ACT assessment, had the student taken the ACT on the date of PLAN testing. The predictive nature of PLAN indicates that students will typically score two to four points higher on the ACT after having taken the plan and subsequently taking the ACT assessment in their junior and/or senior year.

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<tr>
<th></th>
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</thead>
<tbody>
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<td>16.3</td>
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<td>16.2</td>
<td>16.1</td>
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<tr>
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<td>16.5</td>
<td>16.5</td>
<td>16.3</td>
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<tr>
<td>Reading</td>
<td>16.3</td>
<td>16.5</td>
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<td>Science Reasoning</td>
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<tr>
<td>Composite</td>
<td>16.7</td>
<td>16.8</td>
<td>16.8</td>
<td>16.5</td>
</tr>
</tbody>
</table>

Oklahoma’s 10th graders continue to outscore the national norms, but aggregate scores have changed little over the past three academic years.

PLAN and Achievement Gaps

This table analyzes the scores of ethnic groups compared to the national norms for the past two years. Data in bold indicate scores that fall below the national norms for these tenth graders in the respective content areas.

<table>
<thead>
<tr>
<th>Testing Area</th>
<th>African American (3,033)</th>
<th>Native American (4,630)</th>
<th>Caucasian (22,058)</th>
<th>Hispanic (1,618)</th>
<th>Asian (755)</th>
<th>National Norms</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>14.0</td>
<td>15.3</td>
<td>17.0</td>
<td>14.4</td>
<td>17.5</td>
<td>16.1 (4.5)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>14.3</td>
<td>15.8</td>
<td>17.2</td>
<td>15.1</td>
<td>18.4</td>
<td>16.3 (3.8)</td>
</tr>
<tr>
<td>Reading</td>
<td>14.1</td>
<td>15.8</td>
<td>17.2</td>
<td>14.7</td>
<td>17.3</td>
<td>15.8 (4.5)</td>
</tr>
<tr>
<td>Science Reasoning</td>
<td>16.0</td>
<td>17.1</td>
<td>18.3</td>
<td>16.5</td>
<td>18.9</td>
<td>17.4 (3.0)</td>
</tr>
<tr>
<td>Composite</td>
<td>14.7</td>
<td>16.1</td>
<td>17.5</td>
<td>15.3</td>
<td>18.1</td>
<td>16.5 (3.4)</td>
</tr>
</tbody>
</table>
Though overall, Oklahoma students outscored the national norms for 10th graders on the PLAN assessment, the disaggregated data by race show achievement gaps when African American, Native American, and Hispanic aggregate performance is measured against national norms.

Separately, when the PLAN data are disaggregated by gender, female students outscore their male counterparts in all content areas except for mathematics.

The Student Perspective
Among Oklahoma students who took the PLAN test in the 10th grade in 2003-2004:

- Forty-two percent agreed or strongly agreed that their classes are challenging.
- Thirty percent agreed or strongly agreed that counselors or teachers help them plan their courses for graduation.
- Sixty-eight percent indicated educational aspirations for two years of college through programs with a graduate degree.
- Forty-five percent indicated needing help with mathematics skills.
- Almost one-half of the students said they need help making plans for after high school.

Crisis at the Core: Benchmarks and Pathways to Improvement
ACT has developed benchmarks by content area so that students, teachers, counselor and parents can determine whether or not a student is on the path to college readiness as early as the eighth grade. In Crisis at the Core, released in Fall 2004, ACT gave a national perspective on college readiness, determining that, overall, students in the nation are not on the path to college and work readiness. Mathematics is a particularly troublesome area, not only for Oklahoma, but also the nation. Without interventions, students in the pipeline today in middle school will not be prepared to enter college without remediation.

Over the past several years, as EXPLORE and PLAN scores are compared to scores on the ACT assessment, it is clear that students are not receiving the content they need, especially in mathematics, to be college ready. Educational added value appears to be lacking in the 11th and 12th grades, and the trend is easily seen in the distribution of ACT scores.

**Benchmarks:** Nationally, the scores that students need to be making within content areas are indicated as below. For English and College Algebra, we have also indicated benchmarks in Oklahoma (in the case of English, Oklahoma’s benchmark is higher than the nation; in all other cases, the benchmarks for Oklahoma are lower than those nationally). The Oklahoma benchmarks are drawn from the State Regents’ requirement of 19 on the ACT to enter college without remediation. The benchmarks are:

<table>
<thead>
<tr>
<th></th>
<th>EXPLORE</th>
<th>PLAN</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>13 (14 in OK)</td>
<td>15 (16 in OK)</td>
<td>18 (19 in OK)</td>
</tr>
<tr>
<td>College Algebra</td>
<td>17 (16 in OK)</td>
<td>19 (17 in OK)</td>
<td>22 (19 in OK)</td>
</tr>
<tr>
<td>College Biology</td>
<td>20</td>
<td>21</td>
<td>24</td>
</tr>
</tbody>
</table>
Getting On Course: Since the release of Crisis at the Core, the Education Trust and ACT completed a study of schools in the nation that are “beating the odds.” That is, the two entities studied school districts where all the demographic variables were against having a successful school. And yet, in terms of ACT scores, college going-rates and other college readiness indicators, the students were successful. This report, On Course for Success, delineates the factors that are responsible for student achievement. In addition to pedagogical innovations, the report contains syllabi for courses that best prepare students for college. Teachers nationwide, especially those who teach 11th and 12th grades, should review this report and compare its findings to how and what is being taught in their classrooms.
AGENDA ITEM #18:

Oklahoma Tuition Aid Grant Program.

SUBJECT: 2003-04 End of Year Report

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The 1971 Oklahoma Legislature enacted the Oklahoma Higher Education Tuition Aid Act authorizing the establishment of a need-based state tuition aid grant program. The Federal Congress amended the Higher Education Act of 1965 to provide incentive grants to states to assist them in providing grants to students. The federal Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) programs provide supplemental matching funds when the state’s allocation is sufficient to meet minimum “maintenance of effort” requirements. Due to state budget cuts in 2003-04, OTAG did not receive the federal matching funds (which would have totaled about $900,000).

POLICY ISSUES:

This report reflects end-of-year data for awards provided to eligible students consistent with State Regents' policy.

ANALYSIS:

The attached 2003-04 end of year report reflects information regarding the disbursement of OTAG awards to 20,854 individual students totaling $17,556,145. Included is a summary of the distribution of awards by type of institution and by enrollment status and a two-year comparison of awards disbursed at each participating institution.

Funds expended for the 2003-04 Oklahoma Tuition Aid Grant Program came from the following sources:

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriated Funds</td>
<td>$17,291,433</td>
</tr>
<tr>
<td>Other State Funds</td>
<td>$264,712</td>
</tr>
<tr>
<td>Federal LEAP Funds</td>
<td>0</td>
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<tr>
<td>Federal SLEAP Funds</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$17,556,145</strong></td>
</tr>
</tbody>
</table>
Following are a few highlights for the 2003-04 report year:

- State appropriations for OTAG in 2003-04 were $17,291,433 million, a decrease of $1,145,997. Other state funds totaling $264,712 were utilized to cover a shortfall in funding necessary to meet award commitments for eligible students whose applications were received through the April 30 deadline for best consideration.

- Due to the state budget cuts in 2003-04, the State Regents eliminated eligibility for graduate students; all awards went to undergraduate students.

- The decrease in state appropriations resulted in the loss of $895,803 in federal funding from the Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership programs (SLEAP).

- The average award was $842.

- Distribution by type of institution: Almost 88% of the OTAG dollars awarded went to students attending public institutions; almost 8% went to students at private universities and 4% to students at public career-technology centers.

- Average family income: In 2003-04, the average family income of OTAG recipients was:
  
<table>
<thead>
<tr>
<th>Type</th>
<th>Income</th>
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<tbody>
<tr>
<td>Independent Students</td>
<td>$14,047</td>
</tr>
<tr>
<td>Dependent Students</td>
<td>$22,079</td>
</tr>
<tr>
<td>All Students</td>
<td>$16,976</td>
</tr>
</tbody>
</table>

- Adult students (age 24 or over) received 49% of awards; students under the age of 24 received 51%.
# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
## OKLAHOMA TUITION AID GRANT PROGRAM

### 2003-2004
#### End of Year Report

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Number of Awards</th>
<th>% of Total</th>
<th>Dollars Awarded</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>18,537</td>
<td>88.71%</td>
<td>$15,424,629.00</td>
<td>87.86%</td>
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<tr>
<td>Private Non-profit</td>
<td>1,167</td>
<td>5.54%</td>
<td>$1,361,978.00</td>
<td>7.76%</td>
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<tr>
<td>Technology Centers</td>
<td>1,203</td>
<td>5.76%</td>
<td>$769,538.00</td>
<td>4.38%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,897</strong></td>
<td></td>
<td><strong>$17,556,145.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Number of Awards</th>
<th>% of Total</th>
<th>Dollars Awarded</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Undergraduate</td>
<td>17,980</td>
<td>79.68%</td>
<td>$15,731,630.00</td>
<td>89.61%</td>
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<tr>
<td>Part-time Undergraduate</td>
<td>4,586</td>
<td>20.32%</td>
<td>$1,824,515.00</td>
<td>10.39%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>22,566</strong></td>
<td></td>
<td><strong>$17,556,145.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Differs from actual number of students awarded (20,854) as a result of duplicate counting in instances of mid-year enrollment transfers or enrollment status changes.
## Oklahoma State Regents for Higher Education
### Oklahoma Tuition Aid Grant Program
#### Two-Year Comparison of Awards
##### 2002-2003 and 2003-2004

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Oklahoma State University</td>
<td>2,257</td>
<td>$2,047,349</td>
<td>1,897</td>
<td>$1,693,909</td>
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<tr>
<td>OSU College of Osteopathic Medicine</td>
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<td>$135,500</td>
<td>0</td>
<td>$-</td>
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<tr>
<td>University of Oklahoma</td>
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<td>$2,127,203</td>
<td>1,811</td>
<td>$1,864,505</td>
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<td>University of Oklahoma Health Sciences Center</td>
<td>787</td>
<td>$762,180</td>
<td>113</td>
<td>$105,589</td>
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<td><strong>Total Research</strong></td>
<td>5,473</td>
<td>$5,072,232</td>
<td>3,811</td>
<td>$3,468,003</td>
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<tr>
<td><strong>Four Year Public</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cameron University</td>
<td>696</td>
<td>$586,550</td>
<td>611</td>
<td>$522,099</td>
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<tr>
<td>East Central University</td>
<td>921</td>
<td>$809,372</td>
<td>826</td>
<td>$714,625</td>
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<tr>
<td>Langston University</td>
<td>574</td>
<td>$514,365</td>
<td>499</td>
<td>$451,066</td>
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<tr>
<td>Northeastern State University</td>
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<tr>
<td>Northwestern Oklahoma State University</td>
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<td>$190,694</td>
<td>228</td>
<td>$192,713</td>
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<tr>
<td>Oklahoma Panhandle State University</td>
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<td>$66,264</td>
<td>73</td>
<td>$61,959</td>
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<tr>
<td>Rogers State University</td>
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<td>498</td>
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<tr>
<td>Southeastern Oklahoma State University</td>
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<td>$531,487</td>
<td>613</td>
<td>$522,827</td>
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<tr>
<td>Southwestern Oklahoma State University</td>
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<td>841</td>
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<tr>
<td>University of Central Oklahoma</td>
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<td>$1,322,121</td>
<td>1,420</td>
<td>$1,199,129</td>
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<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>329</td>
<td>$283,320</td>
<td>265</td>
<td>$228,640</td>
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<tr>
<td><strong>Total Four Year Public</strong></td>
<td>8,829</td>
<td>$7,380,315</td>
<td>7,821</td>
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<tr>
<td><strong>Two Year Public</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Albert State College</td>
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<td>561</td>
<td>$444,445</td>
</tr>
<tr>
<td>Connors State College</td>
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<td>449</td>
<td>$336,508</td>
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<tr>
<td>Eastern Oklahoma State College</td>
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<td>Murray State College</td>
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<td>$261,935</td>
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<td>Northeastern Oklahoma A&amp;M College</td>
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<td>301</td>
<td>$236,145</td>
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<td>Northern Oklahoma College</td>
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<td>480</td>
<td>$384,998</td>
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<tr>
<td>Oklahoma City Community College</td>
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<td>$404,232</td>
<td>881</td>
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<tr>
<td>Oklahoma State University, Oklahoma City</td>
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<td>485</td>
<td>$325,640</td>
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<td>$240,108</td>
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<td>Redlands Community College</td>
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<td>Rose State College</td>
<td>703</td>
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<td>673</td>
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<td>Seminole State College</td>
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<td>Tulsa Community College</td>
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<td><strong>Total Two Year Public</strong></td>
<td>6,549</td>
<td>$4,748,454</td>
<td>7,239</td>
<td>$5,261,736</td>
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<tr>
<td>-----------------------------------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>End of Year</td>
<td>End of Year</td>
<td>End of Year</td>
<td>End of Year</td>
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<tr>
<td></td>
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<td># of Awards</td>
<td># of Awards</td>
<td>$ Disbursed</td>
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<td>American Christian College &amp; Seminary</td>
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<td>$ 17,510</td>
<td>19</td>
<td>$ 20,110</td>
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<td>Bacon College</td>
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<td>199</td>
<td>$ 225,550</td>
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<td>Family of Faith College</td>
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<td>$ -</td>
<td>2</td>
<td>$ 2,800</td>
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<td>Hillsdale Freewill Baptist College</td>
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<td>$ 41,600</td>
<td>21</td>
<td>$ 24,700</td>
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<tr>
<td>Mid-America Christian University</td>
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<td>$ 78,650</td>
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<td>$ 97,100</td>
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<td>$ 68,900</td>
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<td>$ 32,500</td>
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<tr>
<td>The University of Tulsa</td>
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<td>$ 343,160</td>
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<td>$ 194,633</td>
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<td><strong>Total Four Year Private</strong></td>
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<td><strong>$ 1,801,468</strong></td>
<td><strong>1,157</strong></td>
<td><strong>$ 1,361,978</strong></td>
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<td><strong>Career Technology Centers</strong></td>
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<td>Autry Technology Center</td>
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<td>$ 1,703</td>
<td>12</td>
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<td>Caddo Kiowa Technology Center</td>
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<td>$ 2,571</td>
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<td>$ 7,997</td>
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<tr>
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<td>3</td>
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<td>6</td>
<td>$ 2,552</td>
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<tr>
<td>Francis Tuttle Technology Center</td>
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<td>84</td>
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<tr>
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<td>77</td>
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<tr>
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<td>63</td>
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<td>45</td>
<td>$ 25,947</td>
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<tr>
<td>High Plains Technology Center</td>
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<td>30</td>
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<tr>
<td>Indian Capital Technology Center</td>
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<td>118</td>
<td>$ 67,144</td>
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<tr>
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<tr>
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<td>$ 33,748</td>
</tr>
<tr>
<td>Metro-Tech Foster Estes Campus</td>
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<td>$ 13,735</td>
<td>20</td>
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<tr>
<td>Metro-Tech Skills Center</td>
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<td>29</td>
<td>$ 10,950</td>
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<tr>
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<tr>
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<td>$ 13,000</td>
</tr>
<tr>
<td>Tri-County Technology Center</td>
<td>40</td>
<td>$ 28,151</td>
<td>31</td>
<td>$ 21,651</td>
</tr>
<tr>
<td>Tulsa Technology Center</td>
<td>45</td>
<td>$ 8,592</td>
<td>45</td>
<td>$ 8,648</td>
</tr>
<tr>
<td>Wes Watkins Technology Center</td>
<td>57</td>
<td>$ 47,811</td>
<td>66</td>
<td>$ 57,888</td>
</tr>
<tr>
<td>Western Oklahoma Technology Center</td>
<td>57</td>
<td>$ 37,715</td>
<td>37</td>
<td>$ 26,881</td>
</tr>
<tr>
<td><strong>Total Career Technology</strong></td>
<td><strong>1,222</strong></td>
<td><strong>$ 774,478</strong></td>
<td><strong>1,204</strong></td>
<td><strong>$ 769,538</strong></td>
</tr>
<tr>
<td><strong>Grand Total of All Institutions</strong></td>
<td><strong>23,394</strong></td>
<td><strong>$ 19,776,947</strong></td>
<td><strong>21,232</strong></td>
<td><strong>$ 17,556,145</strong></td>
</tr>
</tbody>
</table>

**Notes:** Totals include Duplicate Head Count in instances Where A Student Transferred Mid-Year. Unduplicated Head Count for 2002-2003 is 23,030. Unduplicated Headcount for 2003-2004 is 20,854.
AGENDA ITEM #19:

Annual Financial Aid Report.

SUBJECT: Annual Student Financial Aid Survey for 2003-04

RECOMMENDATION:

The report is an information item presented for the State Regents’ acceptance.

BACKGROUND:

For the 30th consecutive year, the Oklahoma State Regents for Higher Education have compiled an Annual Financial Aid Report (OCR B3) for state system institutions. Information concerning grants, scholarships, loans, and employment is collected in aggregate form directly from the institutions.

POLICY ISSUES:

This report is used to track the amounts and types of financial aid distributed in Oklahoma public higher education institutions. The information is also compiled according to race and gender. The data help to provide trend information on the long-term changes in the financial aid environment of students attending Oklahoma public colleges and universities.

ANALYSIS: (see following pages)

Trends: Over the past decade, the following trends are apparent:

➢ The amount of student loan borrowing continues to grow at a greater rate than grant aid such as federal Pell Grants or Oklahoma Tuition Aid Grants.
For the lowest income students, the maximum federal Pell Grant generally covers a smaller portion of their college costs than it did in 1992-93. The maximum grant is currently $4,050.

Pell Grant Maximum as % of Tuition, Fees, Room & Board, Books
2003-04 Data: More than 133,000 students attending state system institutions received $770 million dollars in student aid. Following are some characteristics about the student aid awarded in 2003-04.

- Over the past two years, the total amount of financial aid distributed to state system students increased by $169 million or 28%. The increase in loans was $105 million or 37%.

<table>
<thead>
<tr>
<th></th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/waivers</td>
<td>207.0</td>
<td>230.3</td>
<td>251.7</td>
<td>22%</td>
</tr>
<tr>
<td>Scholarships</td>
<td>55.1</td>
<td>60.1</td>
<td>67.6</td>
<td>23%</td>
</tr>
<tr>
<td>Loans</td>
<td>285.8</td>
<td>354.3</td>
<td>391.1</td>
<td>37%</td>
</tr>
<tr>
<td>Employment</td>
<td>53.6</td>
<td>49.4</td>
<td>59.8</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>601.4</td>
<td>694.1</td>
<td>770.2</td>
<td>28%</td>
</tr>
</tbody>
</table>

- More than half (56.8%) of the 235,000 students attending state system institutions in 2003-04 received some form of financial aid.

- Student loans totaling over $390 million accounted for more than half (51%) of all the student aid funds awarded. Grants and scholarships combined—including the federal Pell Grant, Oklahoma Tuition Aid Grant (OTAG), tuition waivers, OHLAP, and Academic Scholars—made up 41%. Student employment—federal work-study and institution jobs—accounted for the remaining 8%.

- Gender and ethnicity: Female and minority students account for a slightly greater proportion of student aid recipients than their proportion of total student enrollment.

<table>
<thead>
<tr>
<th></th>
<th>% of Aid Recipients</th>
<th>% of Headcount Enr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>60.1%</td>
<td>56.4%</td>
</tr>
<tr>
<td>Male</td>
<td>39.9%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Black/Af. Amer.</td>
<td>8.7%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>12.6%</td>
<td>10.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.4%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.3%</td>
<td>3.1%</td>
</tr>
<tr>
<td>White</td>
<td>73.3%</td>
<td>75.4%</td>
</tr>
</tbody>
</table>

- Among the institution tiers, students attending the research universities account for about half (47%) of all student aid received though they comprise only one-third (34%) of the total students receiving aid. Students at the four-year regional universities receive 33% of the student aid while two-year college students receive 20%.

- The percentage of all students taking out student loans has increased from 20% in 1993-94 to 30% in 2003-04.

- Over the past decade, the total amount of student aid awarded by state system institutions has grown from $364 million in 1993-94 to $770 million in 2002-03, an increase of $406 million or 115%.

See the following page for a summary of financial aid awarded in 2003-04. A copy of the full report is available upon request as a supplement to the agenda.
In 2003 - 2004, over 200,000 students attending state system institutions received approximately $770 million in the form of grants, scholarships, loans and student employment.

<table>
<thead>
<tr>
<th>$ Amount</th>
<th>% Of Total</th>
<th># Of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grants</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Pell Grants</td>
<td>140,628,694</td>
<td>18.3%</td>
</tr>
<tr>
<td>Federal SEOG</td>
<td>4,964,640</td>
<td>0.6%</td>
</tr>
<tr>
<td>Vocational Rehabilitation Grants (federal)</td>
<td>3,668,702</td>
<td>0.5%</td>
</tr>
<tr>
<td>State Grants (OTAG)</td>
<td>18,632,606</td>
<td>2.4%</td>
</tr>
<tr>
<td>Private Sources</td>
<td>891,184</td>
<td>0.1%</td>
</tr>
<tr>
<td>Institutional Grants</td>
<td>2,022,181</td>
<td>0.3%</td>
</tr>
<tr>
<td>Resident Tuition Waivers</td>
<td>31,376,488</td>
<td>4.1%</td>
</tr>
<tr>
<td>Nonresident Tuition Waivers</td>
<td>33,593,024</td>
<td>4.4%</td>
</tr>
<tr>
<td>Other Grants</td>
<td>15,937,843</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Subtotal Grants</strong></td>
<td><strong>$251,715,362</strong></td>
<td><strong>32.7%</strong></td>
</tr>
</tbody>
</table>

| **Scholarships**   |            |               |
| State-Funded Scholarships (OHLAP, Acad. Schlrs) | 20,140,541 | 2.6%          | 10,249 |
| Other Scholarships | 47,414,868 | 6.2%          | 39,054 |
| **Subtotal Scholarships** | **$67,555,409** | **8.8%** | **30,608** |

| **Loans**          |            |               |
| Federal Perkins Loan | 9,365,496  | 1.2%          | 3,731  |
| Other Federal Loans | 365,531,596 | 47.5%         | 106,913 |
| Institutional Loans | 2,632,948  | 0.3%          | 931    |
| Private Sources    | 9,967,632  | 1.3%          | 1,515  |
| Other Loans        | 3,644,480  | 0.5%          | 714    |
| **Subtotal Loans** | **$391,142,152** | **50.8%** | **69,715** |

| **Student Employment** |            |               |
| Federal Work Study    | 8,421,732  | 1.1%          | 5,518  |
| Institutional Student Employment | 51,355,777 | 6.7%          | 24,101 |
| **Subtotal Employment** | **$59,777,509** | **7.8%** | **18,455** |

| **Total Financial Assistance** | $770,190,432 | 100%          | 133,498 |

*The number of students in each category may include duplicated students that receive more than one type of financial aid. The subtotals are unduplicated for that category of aid. The total number of 133,498 is unduplicated for all sources of aid.

Source: OCR B3 Survey
Does not include Federal Hope and Lifetime Learning tax credits.
AGENDA ITEM #20:

Accountability.

SUBJECT: Review of 2004 Key Indicators Accountability materials.

RECOMMENDATION:

This is presented for information only.

BACKGROUND:

In October 2001, the State Regents posted a list of indicators to be used in the Oklahoma report card. The indicators were primarily from the State Regents’ 1999 Brain Gain 2010 initiative and the national higher education report card, *Measuring Up*. Brain Gain 2010 is a plan to increase the percentage of associate and bachelor’s degree holders in Oklahoma.

In December 2002, the State Regents issued a second report card using these indicators and publishing 2010 goals based on national comparisons and benchmarks to top states. The State Regents also approved publishing a report every two years, consistent with the national report card.

In December 2004, the State Regents approved the *2004 Key Indicators Accountability Report* and related projects.

POLICY ISSUES:

The State Regents place a high priority on being accountable to the public for their investment in higher education. Since 1991, each public institution has measured the results of their instruction, including post-graduate job placement, program outcomes, and student satisfaction. Some of these and other factors, such as retention and graduation, are considered in a financial incentive program for institutions called performance funding. These funds go to public colleges and universities who meet the standards that promote the goals of the Brain Gain 2010 initiative to increase the percentage of Oklahoma’s population who have degrees.

The *2004 Key Indicators Accountability Report* and the enhanced methods of presenting the information to the public are consistent with the recommendations of the Citizens’ Commission, the 15 goals set by the State Regents in 1987, the 1990 Mission and Goals for the System, the State Regents’ Workplan, and the Oklahoma State System report cards issued in 2000, 2001, and 2002.

ANALYSIS:

The following categories of information were approved in December 2004 for the *2004 Key Indicator Accountability Report*:
Preparation of high school students, college attendance, affordability, benefits, degree completion, resources and funding.

Information has been prepared in three modes of delivery:
- at www.okhighered.org under Studies and Reports, there are numerous graphs and facts in a user friendly searchable format;
- a printed document is available for distribution; and
- a video highlighting the importance of the accountability indicators.

The printed and video materials are presented for State Regents’ review.
AGENDA ITEM #20.1:

Resolution.
AGENDA ITEM #21:

Commendations.

SUBJECT: Staff Recognitions

RECOMMENDATION:

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

State Regents’ staff has received the following state and national recognitions:

- **Kyle Dahlem**, Director of Teacher Education and the Minority Teacher Recruitment Center, participated in a Major forum panel entitled 'Lost in Translation: Finding the International in Teacher Education’ at the American Association of Colleges for Teacher Education Conference in Washington D.C.

- **Kyle Dahlem**, Director of Teacher Education and the Minority Teacher Recruitment Center, and **Tracy Fredman**, Coordinator of the Oklahoma Teacher Enhancement Program, will present "Improving Student Learning: Using Teacher Performance Assessment Data to Achieve Quality Teaching" at 2005 Oklahoma Higher Education Teaching and Learning Conference at Northeastern State University.

- **Hugh McCrabb**, Director of the Technical and Occupational Activity, has been chosen to serve on the Tinker Air Force Base OKC-ALC COMMSTAR 2005 program, a program that promotes a better understanding of the Air Force mission and OKC-ALC mission of Tinker.

- **Maryanne Maletz**, Vice Chancellor for Budget and Fiscal, and **Bryce Fair** Associate Vice Chancellor for Student Financial Affairs, gave a presentation to the Moore Rotary Club.

- **Dolores Mize**, Associate Vice Chancellor and Special Assistant to the Chancellor, participated in the first education national press conference on President Bush’s budget with Hector Garza, President on the National Council on Community and Education Partnerships and with Congressman Chakah Fatta (D-PA) while in Philadelphia for the National GEAR UP Professional Development meeting.

- **Dolores Mize**, Associate Vice Chancellor and Special Assistant to the Chancellor, spoke to the Kentucky Business Forum’s accountability task force on EPAS and student preparation for college.

- **Dolores Mize**, Associate Vice Chancellor and Special Assistant to the Chancellor, was the keynote speaker at the Texas and Arkansas ACT Council meetings and represented Oklahoma at the ACT annual all-states meeting in San Antonio.
• **Kermit McMurry**, Vice Chancellor for Student Services, spoke at the “2005 Dynamics of Leadership” lecture series held at Murray State College.

• **Kermit McMurry**, Vice Chancellor for Student Services, was the keynote speaker for the Ronald E. McNair scholars banquet on the campus of Texas Southern University. The banquet recognized outstanding student scholars from four historically black colleges and universities in Texas.

• **Debbie Siragusa**, Assistant Vice Chancellor for Budget and Finance, was recognized by the United States Department of Education for her outstanding work on the Cimmeron Broadband project.

• **Chancellor Paul Risser** addressed audiences in February including a workshop for high school principals and counselors at Seminole State College, Durant Rotary, North Rotary, Nigh Leadership Academy, Higher Education Day at the Capitol, WICHE Legislative Event, Dell Technology visit, and the Oklahoma Association of Collegiate Registrars and Admissions Officers (OACRAO) at the spring meeting. In March, he spoke at the Aerospace Forum at Rose State College, University of Central Oklahoma Student Support Services Conference, Ardmore Higher Education Center Trustees Strategic Planning Retreat, Lawton Rotary and Ohio Association of Colleges and University Business Officers (OACUBO) Spring meeting.

It is recommended that the State Regents accept this report and commend staff for state and national efforts noted above.
AGENDA ITEM #22-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

It is recommended that the State Regents approve modifications to existing programs, as described below.

BACKGROUND:

University of Oklahoma (OU)
5 degree program course requirement changes

East Central University (ECU)
3 degree program course requirement changes

Northeastern State University (NSU)
4 degree program course requirement changes
1 degree program name change
5 option additions

Northwestern Oklahoma State University (NWOSU)
1 degree program requirement change
1 degree program course requirement change

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

Carl Albert State University (CASC)
34 degree program requirement changes

Connors State University (CSC)
3 degree program course requirement changes

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

Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM)
1 option addition
POLICY ISSUES:

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

ANALYSIS:

OU – Master of Arts in Economics (048)

Degree program course requirement changes:
- restructure and organize course requirements to allow students more flexibility in selection of courses;
- no courses will be added or deleted; and
- no new funds required.

OU – Master of Regional and City Planning in Regional and City Planning (199)

Degree program course requirement changes:
- increase core requirements from 25 to 29 credit hours, add a research methods course to core requirements and increase professional practice course from two to three credit hours;
- decrease elective requirements thesis option from 19 to 15 credit hours and non-thesis option from 25 to 21 credit hours; total credit hours will not change;
- changes are based on recommendations from the national accrediting organization;
- no courses will be added or deleted; and
- no new funds required.

OU – Bachelor of Business Administration in Accounting (003)

Degree program course requirement changes:
- decrease major credit hours from 18-24 to 18, free elective credit hours from seven to six, and increase upper-division elective credit hours from 14 to 15;
- total credit hours for the degree will not change;
- changes will reflect the BBA in Accounting as an 18 hour major;
- ten courses will be deleted; and
- no new funds required.

OU – Bachelor of Science in Educational Professional Studies (237)

Degree program course requirement changes:
- revise program requirements in Aviation option to allow any four hours of zoology, chemistry or physics as a substitute for Physics 1114 and allow Communication 2613 as a standard substitution for Communication requirement;
- require a grade of “C” or better in aviation coursework for Aviation majors before progressing to next aviation course;
- changes will assist transfer students in transitioning to the university and have standard substitutions on file for programming purposes related to new degree audit system as well as increase required academic rigor for aviation majors;
- no courses will be added or deleted; and
- no new funds required.

OU – Bachelor of Science in Computer Engineering (332)

Degree program course requirement changes:
- replace CS 2613 Computer Organization with ECE 4613 Computer Architecture and CS 3113 Intro to Operating Systems with Math 3333 Linear Algebra I;
changes will add depth in the computer engineering curriculum to enrich the program for accreditation purposes and provide a better preparation for upper division courses in signals and systems;
no courses will be added or deleted; and
no new funds required.

ECU – Master of Science in Psychological Services (086)
Degree program course requirement changes:
restructure curriculum requirements and increase major credit hours from 33 to 42, total credit hours will not change, to enable students to meet the 2005 sixty-hour requirement for licensure from the Oklahoma State Department of Health, Protective Health Services, Division of Professional Counselor Licensing;
four courses will be added and two courses will be deleted; and
no new funds required.

ECU – Master of Science in Human Resources (089)
Degree program course requirement changes:
restructure curriculum requirements for the counselor option, deleting approved electives and changing research requirements to be taken in the first 12 hours rather than the first eight hours;
changes will correct previous amendments inadvertently inserted in the catalog and reduce total credit hours from 69 to 60 to be in compliance with the Oklahoma State Department of Health, Protective Health Services, Division of Professional Counselor Licensing testing requirements;
restructure curriculum requirements for the rehabilitation counselor option, deleting certain electives with the exception of HURES 5113, 5213, and 5043, in order to increase specialization hours from 42 to 47 in compliance with new standards of the Council on Rehabilitation Education;
two courses will be added and fifteen courses will be deleted; and
no new funds required.

ECU – Bachelor of Science in Health, Physical Education and Recreation (020)
Degree program course requirement changes:
allow completion of one course in the institution’s general education computer literacy option for the OSRHE computer proficiency graduation requirement;
restructure curriculum requirements to comply with new standards of the Joint Review Committee on Educational Programs in Athletic Training;
total credit hours for the degree will not change;
five courses will be added and five courses will be deleted; and
no new funds required.

NSU – Bachelor of Music Education in Instrumental (062)
Degree program course requirement changes, program name change, and option additions:
change program name to “Bachelor of Music Education in Music Education;”
combine BME Instrumental and BME Vocal programs, restructure course requirements to clarify intent and better define the curriculum;
add “instrumental,” “keyboard/instrumental,” “percussion,” “vocal,” and “keyboard/ vocal” options;
seven semesters of ensembles will now count toward the degree, major credit hours will decrease from 72 to 63;
changes will provide students more flexibility in options and is a result of academic efficiency;
no courses will be added or deleted; and
no new funds required.

NSU – *Master of Education in School Administration (103)*
Degree program course requirement changes:
• restructure course requirements to clarify intent and better define the curriculum;
• total hours for the degree will not change;
• changes will fulfill competencies and meet standards required by the National Council for Accreditation of Teacher Education and provide students greater opportunity;
• one course will be added; and
• no new funds required.

NSU – *Bachelor of Science in Speech-Language Pathology (087)*
Degree program course requirement changes:
• restructure course requirements to clarify intent and better define the curriculum;
• prescribed and elective credit hours will change from 22 to 22-24 credit hours, choices from same list of courses with additional options, total credit hours will not change;
• changes will meet new certification standards and allow more flexibility in choices for students;
• no courses will be added or deleted; and
• no new funds required.

NSU – *Master of Science in Speech-Language Pathology (137)*
Degree program course requirement changes:
• restructure course requirements to clarify intent and better define the curriculum;
• total credit hours will increase from 42 to 53;
• changes will align the program with new American Speech-Language-Hearing Association certification standards and allow more flexibility in scheduling for students;
• seven courses will be added; and
• no new funds required.

NWOSU – *Bachelor of Science in Social Work (036)*
Degree program requirement changes:
• restructure course requirements to clarify intent and better define the curriculum;
• add requirement of 2.5 cumulative grade point average, submission of resume with at least two references and a statement of intent and goals, and students must take *SOCW 2113 Social Work: A Helping Profession* for admittance into the Social Work program;
• changes will provide students earlier exposure to social work agencies and experiences as well as align the program with standards of the Council on Social Work Education;
• no courses will be added or deleted; and
• no new funds required.

NWOSU – *Bachelor of Arts in Sociology (037)*
Degree program course requirement changes:
• change SOC 4723 Principles of Social Research to SOC 4723 Social Research and Evaluation to include practica in using evaluation material;
• change SOC 3523 Race and Ethnicity to SOC 3523 Social Diversity to reflect a more inclusive nature of content;
• change SOC 3422 Urban and Rural Sociology to SOC 3423 Rural Sociology to reflect a more focused approach to support revised program goals for service and development;
• no courses will be added or deleted; and
• no new funds required.

SWOSU – Master of Education in Psychometry (077)
Degree program name change:
• change program name to “Master of Education in School Psychometry” to better define the program’s intent;
• no new courses will be added or deleted; and
• no new funds required.

CASC - College Degree and Certificate Programs
Degree program requirement changes:
• modify curriculum requirements with the statement “**other courses selected in consultation with advisor” in the following degree and certificate programs:
  o Associate in Arts in Accounting (001);
  o Associate in Science in Allied Health (032);
  o Associate in Applied Science in Applied Business Practices (057);
  o Associate in Applied Science in Applied Tech (056);
  o Associate in Science in Biological Science & Zoo (004);
  o Associate in Arts in Business Administration (006);
  o Certificate in Business Technologies (049);
  o Certificate in Child Development (048);
  o Associate in Applied Science in Child Development (012);
  o Associate in Arts in Child Development (055);
  o Associate in Applied Science in Computer Technology (040);
  o Associate in Arts English (014);
  o Certificate in Food Handling/Management (053);
  o Associate in Art in General Studies (039);
  o Associate in Arts in Hotel, Restaurant & Tourism Management (042);
  o Associate in Applied Science in Hotel, Restaurant & Tourism Management (059);
  o Associate in Arts in Health, Physical Education, and Recreation (016);
  o Associate in Science in Mathematics (022);
  o Associate in Applied Science in Nursing (041);
  o Associate in Applied Science in Physical Therapist (051);
  o Associate in Science in Physical Sciences (028);
  o Associate in Arts Pre-elementary Education (013);
  o Associate in Science in Pre-Engineering (029);
  o Associate in Arts in Pre-Journalism (020);
  o Associate in Arts in Pre-law (030);
  o Associate in Science in Pre-medicine, Pharmacy, Veterinary Medicine (031);
  o Associate in Arts in Pre-secondary Education (034);
  o Associate in Arts in Fine Arts (060);
  o Associate in Applied Science in Radiologic Technology (058);
  o Associate in Arts in Social Science (036);
• Associate in Arts Sociology/Psychology (037);
• Certificate in Specialized Studies (045);
• Associate in Arts in Telecommunications (054); and
  • no new funds required

**CASC - College Degree and Certificate Programs**
Degree program requirement changes:
• modify elective courses in major to allow students more choices;
• four new courses will be added; and
• no new funds required

**CSC – Associate in Arts in Fine Arts (002)**
Degree program course requirement changes and option additions:
• change program name to Associate in Arts in Arts and Letters;
• delete “art” and “music” options; ten remaining students will be accommodated by offering
courses to graduate or allowed to change their major to the new program;
• restructure course requirements to include courses from the AA in English (016), AA in
Speech (052) and AA in Pre-Journalism (033) (see deletion item);
• total credit hours for the degree program will decrease from 61 to 60;
• changes will increase enrollment and graduation rates and by merging four low productivity
programs, strengthen this program;
• changes will also allow students more choices and the option to transfer to a baccalaureate
program;
• no courses will be added or deleted; and
• no new funds required.

**CSC – Associate in Science in Physical Education (027)**
Degree program course requirement changes:
• restructure course requirements, which will decrease program requirement hours from 24 to
22 and total credit hours from 62 to 60;
• changes will strengthen enrollment and graduation as well as update curriculum to correlate
with program requirements of four-year institutions to allow students a seamless transfer;
• two courses will be added; and
• no new funds required.

**CSC – Associate in Arts in Sociology (038)**
Degree program course requirement changes and option additions:
• add “criminal justice,” “pre-social work,” and “pre-professional sociology” options to allow
students to continue to pursue these fields and have the opportunity to transfer to a
baccalaureate program;
• restructure course requirements to include courses from the AS in Criminal Justice (087) and
AS in Social Work (055) (see deletion item);
• changes will increase enrollment and graduation rates and by merging three (two of which are
low productivity programs) strengthen this program;
• changes will also allow students more choices and the option to transfer;
• no courses will be added or deleted; and
• no new funds required.
OSU-OKC – Associate in Applied Science in Engineering Technology in Technical Communications (064)

Degree program course requirement changes and option deletions:
• delete “telecommunications” and “network” options since expanded content will be offered under the new Associate in Applied Science in Information Technology program;
• the remaining four students in the telecommunications option and 44 students in the networking option will be accommodated;
• restructure course requirements in the “internet administration/web page,” “illustration/multimedia,” and “writing” options to better align degree requirements with industry demand;
• total credit hours in each option will not change;
• seven courses will be added and five courses will be deleted; and
• no new funds required.

OSUTB-OKM – Associate in Applied Science in Orthotics & Prosthetics (089)

Option addition:
• add “pedorthics” option;
• changes will strengthen the program allowing students a third option; and
• no new funds required.
AGENDA ITEM #22-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)
4 degree program requirement changes

POLICY ISSUES:

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

ANALYSIS:

OU – Master of Science in Computer Science (132)
Degree program requirement changes:
• revise current course list in the three categories of Theory, Systems, and Applications to update required course list;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in English (068)
Degree program requirement changes:
• revise current course listings in Groups I-VI to allow students better course selections from various literary and writing track offerings;
• fourteen courses will be added and four courses will be deleted; and
• no new funds required.

OU – Bachelor of Arts in Film and Video Studies (316)
Degree program requirement changes:
• add MLLL 3133 Soviet Cinema as a Guided Elective to the major requirements to correct a cross-listing;
• no courses will be added or deleted; and
• no new funds required.
OU – Bachelor of Fine Arts in Art (268)

Degree program requirement changes:

- add Art 2523 Beginning Sculpture to Lower Division Core Studio Courses to provide more choices for students between figurative or contemporary sculpture;
- no courses will be added or deleted; and
- no new funds required.
AGENDA ITEM #22-a (3):

Programs.

SUBJECT: Ratification of approved institutional request to reinstate suspended degree programs.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to reinstate a suspended academic program, as detailed below.

BACKGROUND:

Cameron University (CU) requests authorization to reinstate the Associate in Applied Science in Applied Technology (595), which was suspended in April 2004.

In accordance with policy, no students were recruited or admitted to the programs during suspension, and the programs were not listed in the college catalog.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Review,” which stipulates that suspended degree programs must be reinstated or deleted within three years or other specified time period designated at the time of suspension.

ANALYSIS:

CU indicates administration duties for the degree were reassigned from the Office of Educational Outreach to the Department of Technology in the School of Science and Technology. CU requests reinstatement of the degree to meet the needs of: 1) military personnel who have completed technology training through their service and want to apply that knowledge towards an academic degree, and 2) students who have completed a technology-based academic program at one of Oklahoma’s Department of Career and Technology Education centers in CU’s service area. Reinstatement of the degree will allow CU to increase the number of degrees conferred while maintaining a high level of academic quality.

It is understood that with this action, CU is authorized to recommence program advertising, recruitment, and admission. Consistent with its classification and status, these programs will be placed on the regular program review cycle.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #22-a (4):

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:

Seminole State College (SSC) requests authorization to suspend the Associate of Arts in Native American Studies (230), Certificate in Native American Studies (231), and Associate of Science in Office Management (227).

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:

SSC requests suspension of the Associate of Arts in Native American Studies (230), Certificate in Native American Studies (231), and Associate of Science in Office Management (227). SSC reports the programs to be low in productivity. Suspension of the Associate of Arts in Native American Studies (230) and Certificate in Native American Studies (231) will allow SSC to conduct research in the service area economic and social environment to determine student and employer demand. Suspension of the Associate of Science in Office Management (227) will allow SSC to phase out the program over the next two years.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #22-b:

Cooperative Agreement.

SUBJECT: Ratification of approved institutional request regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University Technical Branch - Okmulgee’s (OSUTB-OKM) request for 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, 335 cooperative agreements (involving 122 associate in applied science programs) are offered through 18 colleges and 29 career technology centers (CTC) within Oklahoma and two 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.

OSUTB-OKM requests authorization for cooperative agreements with Metro Technology Center (MTC). These cooperative agreements will allow students to receive college credit for coursework completed at the technology center toward the following degree programs with details provided below:

- Associate in Applied Science in Air Conditioning & Refrigeration Technology (002)
- Associate in Applied Science in Automotive Collision Repair Technology (003),
- Associate in Applied Science in Automotive Service Technology (004),
- Associate in Applied Science in Construction Technology (011),
- Associate in Applied Science in Engineering Technology (080),
- Associate in Applied Science in Food Service Management (046),
- Associate in Applied Science in Information Technology (012),
- Associate in Applied Science in Office Information Systems Technology (039),
- Associate in Applied Science in Graphic Design Technology (014), and
- Associate in Applied Science in Multimedia Technology (034).

POLICY ISSUES:

These actions are consistent with the State Regents’ “Guidelines for Approval of Cooperative Agreements.”
ANALYSIS:
Oklahoma State University Technical Branch - Okmulgee

OSUTB-OKM requests authorization to establish cooperative agreements with MTC, whereby students may earn college credit hours toward the associate in applied science degrees as detailed in the following chart. It is understood that general education courses required for these degree programs will not be offered at the technology center as part of these agreements, and high school students will be permitted to enroll in accordance with State Regents’ policy.

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Credit Hours Up to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Applied Science in Air Conditioning &amp; Refrigeration Technology (002)</td>
<td>6</td>
</tr>
<tr>
<td>Associate in Applied Science in Automotive Collision Repair Technology (003)</td>
<td>8</td>
</tr>
<tr>
<td>Associate in Applied Science in Automotive Service Technology (004)</td>
<td>5-8</td>
</tr>
<tr>
<td>Associate in Applied Science in Construction Technology (011)</td>
<td>10</td>
</tr>
<tr>
<td>Associate in Applied Science in Engineering Technology (080)</td>
<td>12</td>
</tr>
<tr>
<td>Associate in Applied Science in Food Service Management (046)</td>
<td>8</td>
</tr>
<tr>
<td>Associate in Applied Science in Information Technology (012)</td>
<td>18</td>
</tr>
<tr>
<td>Associate in Applied Science in Office Information Systems Technology (039)</td>
<td>43</td>
</tr>
<tr>
<td>Associate in Applied Science in Graphic Design Technology (014)</td>
<td>6</td>
</tr>
<tr>
<td>Associate in Applied Science in Multimedia Technology (034)</td>
<td>6</td>
</tr>
</tbody>
</table>

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 was granted by the Chancellor. State Regents’ ratification is requested.
AGENDA ITEM #22-c:

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 extensions 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.

University of Oklahoma (OU)

• Bachelor of Fine Arts in Musical Theatre (342)

This program exceeded productivity criteria (achieved 33 enrolled over the 15 required and achieved eight graduates over the seven required). OU has demonstrated strong student demand for the program. Final approval is recommended.
Recommendation: Review Schedule Extension

University of Oklahoma (OU)

- Master of Science in Architectural Urban Studies (338)

This program, offered at the Schusterman Center in Tulsa, did not meet the productivity criteria (achieved seven enrolled of the 15 required and achieved six graduates of the ten required). OU reports since inception of the program, enrollment has been steady and employer demand for graduates has been strong. Tracking data is available on 13 of the 15 graduates, many of whom are contributing to the welfare and improvement of Tulsa. Therefore an extension of the review schedule is recommended with continuation beyond fall 2007 dependent upon meeting the following revised criteria:

Stipulations:
- Majors enrolled: 7 in fall 2006; and
- Graduates: 5 in 2006-07.

Southwestern Oklahoma State University (SWOSU)

- Bachelor of Science in Athletic Trainer (143)

This program far exceeded productivity criteria for enrollment but did not meet productivity criteria for graduates (achieved 93 enrolled over the 30 required and achieved nine graduates of the 20 required). SWOSU reports the program is recognized by the American Medical Association as an Allied Health Profession and passed a rigorous review from the Joint Review Committee on Athletic Training receiving full five-year accreditation from the Commission on Accreditation of Allied Health Education Programs in 2003. SWOSU developed affiliation agreements with clinical facilities and extended articulation agreements to sister institutions and community colleges. Enrollment in the program has grown tremendously since its inception but due to limited available clinical sites and training facilities, only 12 junior-level and 12 senior-level students are admitted into the clinical and practicum coursework, which is required for graduation. Therefore an extension of the review schedule is recommended, as well as a revision of the graduate criterion, with continuation beyond fall 2006 dependent upon meeting the following revised criteria:

Stipulations:
- Majors enrolled: 30 in fall 2005; and
- Graduates: 12 in 2005-06.

Northern Oklahoma College (NOC)

- Associate in Applied Science in Radiography (079)

This program far exceeded productivity criteria for enrollment but did not meet productivity criteria for graduates (achieved 38 enrolled over the nine required and achieved two graduates of the six required). Although student enrollment is very high, the graduate numbers fall below the expected requirements. In consultation with industry professionals, it was found that a degree is not required for employment. Therefore students are exiting the program before graduation. The industry indicates there is a high demand for the program, and as long as the demand for the program is high, employers will continue to hire the students before they complete their degree. NOC is collaborating with business and industry to hire technicians with a minimum of an Associate in Applied Science Degree. NOC has demonstrated strong student demand for the program. Therefore an extension of the review schedule is recommended with continuation beyond fall 2008 dependent upon meeting the following criteria:

Stipulations:
Northern Oklahoma College (NOC)

- Associate in Applied Science in Surgical Technology (080)

This program exceeded productivity criteria for enrollment but did not meet productivity criteria for graduates (achieved 18 enrolled over the nine required and achieved two graduates of the six required). Although student enrollment is very high, the graduate numbers fall below the expected requirements. However, in consultation with industry professionals, it was found that a degree is not required for employment. Therefore students are exiting the program before graduation. The industry indicates there is a high demand for the program, and as long as the demand for the program is high, employers will continue to hire the students before they complete their degree. NOC is collaborating with business and industry to hire technicians with a minimum of an Associate in Applied Science Degree. NOC has demonstrated strong student demand for the program. Therefore an extension of the review schedule is recommended with continuation beyond fall 2008 dependent upon meeting the following criteria:

Stipulations:
- Majors enrolled: 9 in fall 2007; and
- Graduates: 6 in 2007-08.

Attachment
### Productivity Criteria

<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>OU – BFA Musical Theatre (342)</td>
<td>03/30/01</td>
<td>7 03-04</td>
<td>8 15 03-04 F03</td>
<td>15 N/A</td>
<td>N/A</td>
<td>Final Approval</td>
</tr>
<tr>
<td>OU – MS Architectural Urban Studies (338)</td>
<td>02/18/00</td>
<td>10 02-03</td>
<td>6 15 03-04 F03</td>
<td>15 N/A</td>
<td>N/A</td>
<td>Review Schedule Extension</td>
</tr>
<tr>
<td>SWOSU – BS Athletic Trainer (143)</td>
<td>12/01/00</td>
<td>20 03-04</td>
<td>9 30 03-04 F04</td>
<td>93 N/A</td>
<td>N/A</td>
<td>Review Schedule Extension</td>
</tr>
<tr>
<td>NOC – AAS Radiography (079)</td>
<td>12/01/00</td>
<td>6 03-04</td>
<td>2 9 03-04 F03</td>
<td>38 N/A</td>
<td>N/A</td>
<td>Review Schedule Extension</td>
</tr>
<tr>
<td>NOC – AAS Surgical Technology (080)</td>
<td>12/01/00</td>
<td>6 03-04</td>
<td>2 9 03-04 F03</td>
<td>18 N/A</td>
<td>N/A</td>
<td>Review Schedule Extension</td>
</tr>
</tbody>
</table>
AGENDA ITEM #22-d:

Degree Inventory Reconciliation.

SUBJECT: Approval of institutional request for degree program inventory reconciliations.

RECOMMENDATION:

It is recommended that the State Regents approve an institutional request for degree program inventory reconciliations, as detailed below.

BACKGROUND:

The University of Oklahoma Health Sciences Center (OUHSC) requests addition of the Master of Arts in Dietetics and the Master of Arts in Speech Language Pathology to reconcile institutional practice with the official degree program inventory.

POLICY ISSUES:

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

ANALYSIS:

University of Oklahoma Health Sciences Center
OUHSC requests the addition of the Master of Arts in Dietetics. OUHSC currently offers the Master of Science in Nutritional Sciences through the Graduate Colleges as a graduate research-based program. Over the 14 years OUHSC has offered this degree, the program has evolved to include a didactic component which is based on a professional-entry curriculum that is separately accredited by the Council on Accreditation for Dietetics Education. Students in this component of the existing program are seeking to become Registered Dietitians. Separating the existing program into two distinct academic programs will delineate the differences in the two components and offer clear career goal directions for students selecting a program of study. The program will require 34 credit hours and will be housed in the College of Allied Health. This action will reconcile the State Regents’ records to current institutional practice.

OUHSC requests the addition of the Master of Arts in Speech Language Pathology. OUHSC currently offers the Master of Science in Speech Language Pathology through the Graduate College as a graduate research-based program. Since 1965, this program has been accredited by the Council on Accreditation of the American Speech-Language Hearing Association as a clinical, professional entry program. The program has resided alongside the research-based curriculum, but now OUHSC requests that it be an independent program and reside in the College of Allied Health. This program will require 57 credit hours. This action will reconcile the State Regents’ records to current institutional practice.
AGENDA ITEM #22-e:

Teacher Shortage Employment Incentive Program.

SUBJECT: Incentives for Science and Mathematics Students to Enter the Teaching Profession
          Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents adopt the revised rules, as submitted, and
continue the rule amendment process pursuant to the Oklahoma Administrative
Procedures Act.

BACKGROUND:

Passed during the 2000 legislative session. Senate Bill 1393 expressed intent that the State Regents
implement a program that would reimburse student loan expenses for science and mathematics students
who teach those subjects in Oklahoma’s public schools for at least five (5) years. Subsequently in the
2001 legislative session, HB 1499 amended the law, ensuring that all who meet the provisions of the
TSEIP are eligible to receive an incentive payment based upon a formula which does not exceed an
amount equal to three times the average annual cost of undergraduate resident tuition and fees for full-
time enrollment at institutions which offer teacher education programs within the Oklahoma State System
of Higher Education, as defined by the State Regents. No funds have yet been appropriated for this
program.

The current policy requires students to sign a Participation Agreement with the college of education from
which they would graduate by May 5 in the year of the participant’s graduation. The proposed
amendment to the TSEIP rules would allow students to sign a Participation Agreement on or before their
graduation date, spring or fall.

The Participation Agreement signifies the student’s intent to teach mathematics or science in Oklahoma
public schools for at least five (5) years. Upon completing the fifth year of teaching and upon returning
the required documentation, the teacher is eligible to have all education loans repaid not to exceed an
amount equivalent to three years’ resident tuition and fees or, if there are no outstanding loans, to receive
an incentive payment.

POLICY ISSUES:

Implementation of the rule change to allow undergraduate students to sign a Teacher Shortage
Employment Incentive Program Participation Agreement on or before their date of graduation requires
amending the policy previously approved by the State Regents and effective since in June 25, 2001.

Because this program does not fall within the State Regents’ constitutional powers, rules governing the
program must be adopted pursuant to the Oklahoma Administrative Procedures Act (APA). The rules are
structured to harmonize with regulations governing various applicable student loan programs.
ANALYSIS:

Undergraduate students may sign a Participation Agreement if they are enrolled in a course of study in either a mathematics or science program, which will lead to a baccalaureate degree in teacher education.

Changing the deadline for enrolling in the program will give more opportunity to students to enroll.

Approval by the State Regents would allow the rule amendment process to continue as defined by the Administrative Procedures Act.

Attachment
610:25-27-3. Application procedure
(a) OSRHE is authorized to distribute TSEIP Participation Agreement forms to post-secondary institutions in the State System of Higher Education that are eligible to participate in state and federal financial aid programs and have an approved program of professional teacher preparation.  
(b) TSEIP Participation Agreement forms may be obtained from TSEIP coordinator in each post-secondary institution or from the OSRHE. The student is responsible for the completeness of the application.  
(c) A Participation Agreement must be signed by a student while enrolled in a mathematics or science major course of study at the undergraduate or graduate level.  
(d) The completed Participation Agreement must be submitted to the TSEIP coordinator no later than the date of their graduation May 5th in the year of graduation from a four-year institution.  
(e) Post-secondary institutions TSEIP coordinators will submit copies of the TSEIP Participation Agreements to the State Regents’ office within 10 days of their submission.  
(f) The State Regents will notify each applicant of the receipt of his/her application in the program, the educational loan obligation, and the disbursement benefits under the TSEIP.
AGENDA ITEM #22-f (1):

APA Rule Amendment.

SUBJECT: Approval of Permanent Rule Amendments for OHLAP

RECOMMENDATION:

It is recommended that the State Regents approve the proposed permanent rule amendments for the Oklahoma Higher Learning Access Program.

BACKGROUND:

The Oklahoma Higher Learning Access Program (OHLAP) was created in 1992. Students must enroll in the program in the 8th, 9th, or 10th grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.5 GPA in the core and a 2.5 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for a scholarship equal to public college tuition. Participation is limited to students from families with an income of $50,000 or less.

POLICY ISSUES:

OHLAP plays an important role in the State Regents’ goal to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire for college, prepare them for academic success in college, and provide them with financial assistance for college expenses.

ANALYSIS:

The proposed rule changes address the following issues:

- Using guidelines consistent with regulations for federal Title IV student financial aid programs to determine a student’s custodial parent(s).
- Making the description of the OHLAP curriculum consistent with recent changes to the curriculum required for regular college admission.
- Updating references to State Regents Policy.

The proposed rule changes were posted at the State Regents’ December 9, 2004 meeting.
SUBCHAPTER 23. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM (OHLAP)

610:25-23-1. Purpose (no changes)

610:25-23-2. Eligibility of participants
Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Students enrolled in the eighth, ninth or tenth grade and whose parents’ income meets the financial need criteria are eligible to apply to become an OHLAP participant. Eligibility requirements to participate in the program include the following:
(1) The student must be a resident of the state of Oklahoma; and
(2) The student's parent(s), custodial parent(s), or guardian(s) must establish financial need.
   (A) To meet the OHLAP financial need criteria, the income of the student’s parent(s) from taxable and nontaxable sources shall not exceed $50,000 per year. [70 O.S. § 2603]
   (B) Parents of students making application to the OHLAP must use their most recent calendar (tax) year income to establish financial need eligibility. Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the parents’ income is expected to be significantly less than the previous year.
   (C) The OSRHE shall use guidelines consistent with regulations for federal Title IV student financial aid programs to determine a student’s custodial parent(s).
   (D) A student who satisfies the financial need criteria during the eighth, ninth- or tenth-grade when he or she begins participating in the Oklahoma Higher Learning Access Program shall not later be denied participation in the Oklahoma Higher Learning Access Program on grounds that the student does not meet the financial need criteria. [70 O.S. § 2603]

610:25-23-3. Applications (no changes)

610:25-23-4. Program requirements
(a) Students shall agree to abide by the following provisions:
   (1) Attend school regularly and to do homework regularly;
   (2) Refrain from substance abuse;
   (3) Refrain from commission of crimes or delinquent acts;
   (4) Have school work and school records reviewed by mentors designated pursuant to the program;
   (5) Provide information requested by the Oklahoma State Regents for Higher Education [OSRHE] or the State Board of Education; and
   (6) Participate in program activities. [70 O.S. § 2605]
(b) The student’s parent(s), custodial parent(s), or guardian(s) shall witness the student’s agreement and further agree to:
   (1) Assist the student in achieving compliance with the agreements;
   (2) Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
   (3) Provide information requested by the Oklahoma State Regents for Higher Education or the State Board of Education; and
   (4) Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]
(c) OHLAP students graduating high school must complete the following 17-unit core curriculum with a minimum 2.5 GPA on a 4.0 grading scale, by the time they graduate from high school:

1. Four units, or years, of English (grammar, composition, literature);
2. Two units, or years, of 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);
3. Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, calculus, Advanced Placement Statistics);
4. Three units, or years of history and citizenship skills (1 unit of American history and 2 units from the subjects of history, economics, geography, government and/or non-Western culture) Two units, or years, of history (including one unit of American history);
5. One unit, or year, of citizenship skills from the subjects of economics, geography, government, non-western culture;
6. Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);
7. Two additional units, or years, of subjects listed above;
8. One unit, or year, of fine arts (music, art, or drama) or speech.

(d) The OHLAP curricular requirements for English, science, mathematics, history and citizenship skills are identical with the curricular requirements for college admission set by the OSRHE. Any change by the OSRHE to the curricular requirements for college admission shall also apply to the OHLAP curricular requirements.

(e) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.

(f) As a pilot study, beginning fall 1992, selected applied courses may be substituted for the high school courses specified in this section. Strict parameters regulate the substitution of applied courses (see OSRHE Policy II-2-46.7). (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System).

(g) Exceptions to the required OHLAP core curriculum will be considered according to the following:

1. Students attending schools which do not offer all the OHLAP core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:

   (A) OHLAP core curriculum requirements which are also required for regular college admission (OSRHE Policy II-2-58 et seq.) (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System) will be subject to the OSRHE Policy on Remediation and Removal of High School Curricular Deficiencies, (OSRHE Policy II-2-199 et seq.).

   (B) Any other OHLAP core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.

2. Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.

3. Any other requests for exceptions to the OHLAP core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for OHLAP benefits; provided, such approval may require the satisfaction of any OHLAP core curriculum requirements omitted in high school.

(h) Students must attain a minimum 2.5 cumulative GPA on a 4.0 grading scale for all work attempted in grades nine through twelve.

(i) Students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test.
610:25-23-5. Securing OHLAP benefits
(a) To qualify for the OHLAP benefits for the first semester or other academic unit of postsecondary enrollment, the participant must:

(1) Be a resident of this state.

(2) Have graduated within the previous three years from a high school or the Oklahoma School of Science and Mathematics. For the purposes of qualifying for OHLAP benefits, home-educated students shall not be considered to have graduated from a high school. Students graduating from a secondary program accredited by the North Central Association Commission on Accreditation and School Improvement shall be considered to have graduated from a high school for the purposes of qualifying for OHLAP benefits.

(3) Have a record of satisfactory compliance with the agreements and program requirements described in 610:25-23-4. Students failing to comply with the agreement and program requirements shall not be eligible for awards. Compliance shall be verified by the local contact person upon a form provided by the OSRHE. Final verification of compliance shall be determined by the OSRHE. A copy of the student's final high school transcript shall be submitted by the local contact person with the student's verification form.

(4) Have satisfied admission standards as established by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution (OSRHE Policy II-2-35) (OSRHE Policy Statement on Admission to, Retention in and Transfer Among Colleges and Universities of the State System) or, if attending a private institution, satisfy the admission standards determined by the private institution; provided, that no student participating in OHLAP shall be admitted into an institution of higher education by special admission standards.

(5) Have secured admission to, and enrolled in, an institution which is a member of The Oklahoma State System of Higher Education, a postsecondary program offered pursuant to a duly approved cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes.

(b) Any person incarcerated in a state, federal, or private correctional facility shall not be eligible to receive OHLAP benefits.

610:25-23-6. Retaining eligibility in postsecondary education (no changes)

610:25-23-7. Payment of awards; policies and limitations (no changes)

610:25-23-8. Administrative responsibilities (no changes)
AGENDA ITEM #22-f (2):

APA Rule Amendment.

SUBJECT: Modification of rules specific to lease rates for OneNet towers and facilities.

RECOMMENDATION:

It is recommended that the State Regents adopt the attached amendments to Rules for the Use of Towers, Facilities, and Communications Services and continue the rule amendment process pursuant to the Oklahoma Administrative Procedures Act

BACKGROUND:

This agenda item was originally presented to the State Regents at their April 4, 2002. Following the required APA public comment period, the item is now presented for final action on the adoption of the program rule amendment.

The Oklahoma State Regents for Higher Education have consistently made available the use of the towers and facilities of OneNet, the State of Oklahoma’s official telecommunications and information network, to institutions of higher education, federal, state, and local government agencies and to private business. The towers and facilities are made available primarily for educational purposes in accordance with 70 O.S.§2166 and 2167 and only to the extent that the proposed use does not interfere with the normal maintenance, expansion plans or operation of OneNet.

Requests to utilize the towers and facilities are reviewed on a case-by-case basis by OneNet engineering staff to determine if each is consistent with state and federal laws and regulations. The Oklahoma State Regents for Higher Education make the towers and facilities available on a monthly basis and charge entities standard rates for usage.

POLICY ISSUES:

This action is necessary to implement fully the lease rates with respect to OneNet towers and facilities with the purpose of aligning rates with current industry standards. Further, the action is intended to update the applicable administrative rule language, OAC 610:15-1, to replace the operational designation of the “Educational Telecommunications Network (ETN)” with “OneNet”.

ANALYSIS:

Approval by the State Regents would allow the rule amendment process to continue as defined by the Administrative Procedures Act including the requirement to submit the proposed rules to the Oklahoma Advisory Committee on Intergovernmental Relations for review.
SUBCHAPTER 1.  USE OF TOWERS, FACILITIES, AND COMMUNICATIONS SERVICES

610:15-1-1.  Purpose
The Oklahoma State Regents for Higher Education will make available the use of the towers and facilities of the Educational Telecommunications Network (ETN) OneNet, the State of Oklahoma's official telecommunications and information network, to institutions of higher education, federal, state, and local government agencies and to private business. The towers and facilities will be made available primarily for educational purposes in accordance with 70 O.S., §§ 2166 and 2167 and only to the extent that the proposed use does not interfere with the normal maintenance and operation of the Educational Telecommunications Network OneNet. Requests to utilize the towers and facilities will be reviewed on a case-by-case basis consistent with state and federal laws and regulations.

610:15-1-2.  Towers and facilities use
(a) All proposed installations shall be in accordance with good engineering practices and shall be subject to the approval of the ETN OneNet engineering staff. Requests for installation of microwave antennas on the ETN OneNet towers shall be approved only after a tower wind load study is performed by an approved and qualified registered professional engineer. Costs of the study are to be paid for by the proposed user. Any structural modifications required to the tower resulting from the proposed antenna installation will be at the expense of the proposer. Generally, 2-way radio antenna installations will not require a tower analysis to be performed; however, it shall be at the discretion of the ETN engineering staff as to whether or not an analysis is required.
(b) The Oklahoma State Regents for Higher Education will make the ETN OneNet towers and facilities available on a monthly basis at the following rates:
   (1) Two-way radio antenna $.50 per foot of tower height and antenna (subject to increase if transmission lines are greater than .500" in diameter)
   (2) Microwave antennas $120.00 per antenna and $1.00 per foot of tower height
   (3) Building space $50 per sq. foot
   (4) A.C. electrical power (2-way radio) $10 per month
   (5) D.C. electrical power $0.25 per amp/volt $12/amp.
   (6) Land $42 per sq. foot

610:15-1-3.  Communications services use
(a) The Oklahoma State Regents for Higher Education will make available the use of voice, data and video communications circuits via the fiber optics and microwave network of the Educational Telecommunications Network OneNet to institutions of higher education, federal, state, and local government agencies and private business as long as the proposed use is of excess system capacity and it does not interfere with the regular activities of the Educational Telecommunications Network OneNet. The voice, data and video circuits will be made available primarily for educational purposes in accordance with 70 O.S., §§ 2166 and 2167 and only to the extent that the proposed use does not interfere with the normal maintenance and operation of the Educational Telecommunications Network OneNet. Requests to utilize the voice, data and video circuits will be reviewed on a case-by-case basis consistent with state and federal laws and regulations. (In consideration for use of the telecommunications network of the Educational Telecommunications Network OneNet, the State Regents will develop a schedule of rates based on a case-by-case basis upon the discounted fair commercial value of the service to be provided.
(b) The State Regents reserve the right to change the rates or cancel service with a 90-day advance notice to the user.
AGENDA ITEM #22-g:

Brain Gain Funding.

SUBJECT: Noel-Levitz Report, *Analysis of Financial Aid and Scholarship Programs*

RECOMMENDATION:

It is recommended that the State Regents receive the report *Analysis of Financial Aid and Scholarship Programs* prepared by Noel-Levitz consultants.

BACKGROUND:

State Regents issued a Request for Proposal in July 2005 to conduct an assessment of enrollment and financial aid practices in the State System. Throughout the fall semester Noel-Levitz met with groups of institutions and State Regents’ staff to collect information. These meetings culminated in a statewide workshop in December with recommendations for improving enrollment, retention and graduation rates.

The specific activities required of the project were to conduct a comprehensive review of Oklahoma’s state-based financial aid and scholarship programs, including institutional tuition waivers, to analyze their effectiveness in working in a coordinated manner toward the goal of increasing the number of college graduates. Noel-Levitz was also to survey institutions on current enrollment management and student aid administrative practices. The review was to result in recommendations to improve their effectiveness.

The project was motivated by the State Regents’ desire to facilitate the successful attainment of the statewide goals and objectives identified in Brain Gain 2010. Specific goals, as they relate to this project, include the following:

- Increase Oklahoma’s number of bachelor degree holders from its current level of 20.7 percent to 28 percent by 2010
- Increase the number of degrees produced by state system institutions
- Increase the number of college graduates from lower to middle income cohorts
- Leverage available state appropriated financial aid to increase the number of recruited and retained students.

POLICY ISSUES:

This activity is consistent with the State Regents’ goals and activities.
ANALYSIS:

*Analysis of Financial Aid and Scholarship Programs* is comprehensive and addresses both system and institutional policies and practices pertaining to enrollment management and student financial aid. Next steps will include continuing work with the Presidents’ Council Committee on System Cooperation and Innovation to determine specific actions based on the recommendations contained in the report. Staff and higher education community evaluation of the recommendations pertaining to statewide financial aid programs is also an important next step. As anticipated, the report also serves as a catalyst to study fully the complete list of 26 recommendations from a higher education community perspective with the goals of enhancing access, retention and graduation rates for Oklahomans.
AGENDA ITEM #22-h:

Capital.


RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of January 22, 2005, through March 11, 2005.

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 January 22, 2005, through March 11, 2005, is attached. This listing is provided to the Regents for ratification.

POLICY ISSUES:

State Regents’ Delegation of Authority Policy (II-1-25.1) authorizes the Chancellor to approve routine changes to capital projects and to allot funds for capital projects.

ANALYSIS:

The attached listing includes allotments made from State Funds, Section 13/New College Funds and Section 13 Offset Funds. The total amount of capital allotments made for this period is $3,398,789. This total is represented by $1,897,310 in Section 13/New College allotments and $1,501,479 in State Fund allotments.
## Allotment of Funds for Capital Projects
**(For the Period of January 22, 2005, through March 11, 2005)**

**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 Alotted</th>
<th>Section 13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
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AGENDA ITEM #22-i (1):

Agency Operations.

*Not Available Electronically.*
Not Available Electronically.
AGENDA ITEM #22-i (2):

Agency Operations.

*Not Available Electronically.*
AGENDA ITEM #22-i (3):

Agreements/Contract.

SUBJECT: Agreement with Student Assistance Corporation, a subsidiary of SLMA

RECOMMENDATION:

It is recommended that the State Regents ratify the agreement with the Student Assistance Corporation to be effective April 1, 2005.

BACKGROUND:

As a federal guarantor for the Federal Family Educational Loan program, the Oklahoma Guaranteed Student Loan Program is responsible for doing all within its powers to help achieve the lowest possible student loan cohort default rates. To emphasize the importance of default prevention, the federal Department of Education (ED) designates a portion of the fee revenue for guarantors to be based on default prevention activities.

Historically, OGSLP has done well utilizing available local resources to combat student loan defaults. In 1993 when ED first instituted Cohort Default rates, OGSLP’s rate was 15.4. Today, it is a healthy 7.5. However, the other 35 guarantors and loan participants in the nation have also done well with reducing cohort default rates and the current national average rate is now 5.2.

POLICY ISSUES:

None

ANALYSIS:

OGSLP has realized the necessity to employ some of the more powerful strategic default prevention tools that also offer economies of scale and have proven track records in the industry today. Specifically, OGSLP will benefit from SAC’s ability to provide more robust in-depth data analysis than is economically feasible for OGSLP to provide for itself and therefore also employ strategically stronger efforts at targeting default prevention activities toward borrowers where the best result can be obtained.

This contract is performance-based; SAC performance toward achieving target goals on behalf of OGSLP will be closely monitored by OGSLP management team members.
WHEREAS, Mary Jo Linder was employed by the State Regents in June of 1984; and

WHEREAS, Mary Jo Linder retired on March 31, 2005, from her position as Director of Business Services and Administration; and

WHEREAS, Mary Jo Linder has held seven positions, with increasing responsibilities. She began as administrative secretary, has served as Assistant to the Communications Officer, Accountant, Administrative Manager, Assistant and Associate Director for Business Services and Administration for the Guaranteed Student Loan Program; and

WHEREAS, Mary Jo Linder serves as agency Purchasing Agent, Health and Safety Coordinator, and Risk Management Coordinator; and

WHEREAS, Mary Jo Linder became a Certified Procurement Officer in 1999, a Certified Professional Public Buyer in 1999 and a Certified Professional Public Officer in 2002 through the Universal Public Purchasing Certification Council; and

WHEREAS, Mary Jo Linder oversaw the recovery and relocation of the Oklahoma Guaranteed Student Loan Program following the 1995 bombing of the Alfred P. Murrah Building with professionalism and compassion.

NOW, THEREFORE, BE IT RESOLVED THAT the State Regents express appreciation to Mary Jo Linder for her dedicated service and loyalty to The Oklahoma State System of Higher Education and its advancement.

BE IT FURTHER RESOLVED that best wishes and sincere thanks of the State Regents and the Chancellor go with Mary Jo as she enters retirement.

Cheryl Hunter, Secretary

Jimmy Harrel, 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 March 31, 2005.

Paul G. Risser, Chancellor
AGENDA ITEM #22-j:

Grants.

SUBJECT: GEAR UP Urban Initiative for OHLAP: Oklahoma’s Promise Outreach Program Grants

RECOMMENDATION:

It is recommended that the State Regents ratify one-time GEAR UP incentive grants to support community-based programs that promote the OHLAP scholarship program in four Oklahoma urban school districts.

BACKGROUND:
The Oklahoma Higher Learning Access Program (OHLAP) is a program designed to encourage more middle- and low-income Oklahoma students to aspire for college, prepare themselves academically in high school, and to successfully complete college degrees. OHLAP promises a college tuition scholarship for students who successfully complete a college-preparatory core curriculum, stay in school, and stay out of serious trouble. OHLAP is an important component of the Oklahoma Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project.

OHLAP has enjoyed significant success both in the academic performance of the program participants and in the growth in the number of participants. However, participation in OHLAP in the urban areas is much lower than rural areas in Oklahoma. For example, of the 2004 OHLAP high school graduates, only 30% came from the five most populous counties (Oklahoma, Tulsa, Cleveland, Canadian, Comanche) which otherwise account for 46% of all Oklahoma high school graduates. To address the under-enrollment of OHLAP in urban areas, the State Regents GEAR UP project has created a demonstration project providing one-time grants to community-based organizations (CBO’s) to recruit, place and support one or more college student interns serving as outreach coordinators for the sole purpose of promoting the OHLAP scholarship program in one of four Oklahoma urban school districts (Oklahoma City, Tulsa, Muskogee or Lawton). If successful, this project will demonstrate the feasibility for the continued use of community-based organizations as a channel for increasing awareness of state-provided college financial aid among GEAR UP target students and families.

POLICY ISSUES:
The provision of scholarships is a required component of the U.S. Department of Education’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). In its 1999 proposal OHLAP was designated as Oklahoma GEAR UP’s scholarship component, providing priority students in selected Oklahoma schools with the required financial assistance. The federal GEAR UP program also endorses the involvement of community-based organizations as partners to ensure local sustainability of early intervention strategies for college readiness.
ANALYSIS:

In response to an OSRHE/GEAR UP request for proposal, five community-based organizations (CBOs) submitted proposals to participate in the OHLAP/Oklahoma’s Promise Urban Initiative Outreach Program demonstration project. The proposals were evaluated and scored by a voluntary review committee composed of representatives of Oklahoma community-based organizations and GEAR UP regional coordinators.

The CBO’s are each required to partner with one or more local high school and/or middle school sites. The request for proposals clarifies that grant efforts will be directed to students in urban school sites with the lowest participation of eligible students in the OHLAP program. CBO’s are also required to partner with one or more higher education institutions. The purpose of the partnership with a college or university is to facilitate the recruitment of college interns. The rational for recruiting college student interns to promote OHLAP is that their recent experience in college will validate the plausibility of higher education. The Oklahoma State Regents will support the CBO’s efforts by conducting an urban-focused public relations media campaign for OHLAP featuring radio and outdoor advertising. The media campaign will be general in nature but will target Oklahoma City, Tulsa, Muskogee and Lawton. In addition, the State Regents will provide printed OHLAP promotional materials and OHLAP enrollment applications in both English and Spanish to the CBO.

The attached table lists the community-based organizations that are receiving project funding, the amount of grant funding, their higher education partners and school site partners. The timeline for the demonstration project is from the present until June 30, 2005 which is also the deadline for enrollment of eligible current sophomores. The demonstration project will be evaluated on the basis of a single criterion – a significant increase in the enrollment of eligible students at each school site.

Three of the community-based organizations (CBO) will serve school sites in the Oklahoma City area; one CBO will serve a school site in Lawton; another CBO will serve school sites in both Tulsa and Oklahoma City. Total GEAR UP funding for the demonstration project is $69,418 dollars. Variances in grant funding reflect differences in the planned activities and number of college student interns involved in the project.
<table>
<thead>
<tr>
<th>Name</th>
<th>Amount of Project Funding</th>
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<th>Middle Schools Served by the Project</th>
<th>Higher Ed Partner</th>
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<td>Lawton Senior HS</td>
<td>Central &amp; Tomlinson MS</td>
<td>Cameron University</td>
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<td>Greater OKC Hispanic Chamber of Commerce</td>
<td>$20,000</td>
<td>Capitol Hill &amp; Grant HS</td>
<td>Roosevelt &amp; Jefferson MS</td>
<td>OSU-OKC &amp; OKCCC</td>
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<td>ORO Development Corporation (Oklahoma City)</td>
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<td>Santa Fe South Charter HS</td>
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<td>Amigo Foundation/ Louis Rocco Youth &amp; Family Cultural Center (Oklahoma City)</td>
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<td>Jackson &amp; Webster MS</td>
<td>OSU-OKC, Rose State &amp; OKCCC</td>
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<td>Progressive Oklahoma Baptist State Convention (Tulsa)</td>
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<td>Tulsa Central, Tulsa School of Science and Technology, Webster and Rodgers HS</td>
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<td>Langston</td>
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<td>Progressive Oklahoma Baptist State Convention (Oklahoma City)</td>
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AGENDA ITEM #22-k:

Non Academic Degree.

SUBJECT: University of Oklahoma

RECOMMENDATION:

It is recommended that the State Regents approve the University of Oklahoma's request to award an Honorary Doctorate in Humane Letters degree.

STAFF ANALYSIS:

A request has been made from University of Oklahoma to award an Honorary Doctorate in Humane Letters.

The request is consistent with State Regents' policy which requires:

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees;
- conferral of honorary degrees that are distinguishable from earned degrees;
- conferral of honorary degrees not to exceed the number specified in the policy;
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy; and
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.
Not Available Electronically.
AGENDA ITEM #23-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, 2004, 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. Requested Inventory Reconciliations
XII. Approved Inventory Reconciliations
XIII. Approved Requests to TakeExisting Program to New Location
CURRENT DEGREE PROGRAM INVENTORY  
March 31, 2005  
(Table reflects actions taken at the February 10, 2005 State Regents’ meeting)

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<th>Associate in Applied Science</th>
<th>Baccalaureate</th>
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System Total: 1,670  286  252  597  259  110  15  1,519  151
I. Letters of Intent

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<td>Certificate in Computer Network Administrator</td>
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II. Degree Program Requests Under Review  
July 1, 2004 to present

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### III. Approved New Program Requests

**July 1, 2004 to present**

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</tr>
<tr>
<td>OUHSC</td>
<td>Certificate in Geriatrics/Gerontology</td>
<td>09/30/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OUHSC</td>
<td>Master of Science in Geriatrics/Gerontology</td>
<td>09/30/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>NSU</td>
<td>Bachelor of Arts in Education in Cherokee</td>
<td>09/09/04</td>
<td>February 10, 2005</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Bachelor of Science in Information Systems</td>
<td>10/21/04</td>
<td>February 10, 2005</td>
</tr>
<tr>
<td>OSU</td>
<td>Certificate in Environmental Studies</td>
<td>11/11/04</td>
<td>February 10, 2005</td>
</tr>
<tr>
<td>OSU</td>
<td>Undergraduate Certificate in Leadership</td>
<td>11/11/04</td>
<td>February 10, 2005</td>
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</table>

### IV. Requested Degree Program Deletions

**July 1, 2004 to present**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>OSU-OKM</td>
<td>Associate in Applied Science in Shoe-Boot-Saddle (037)</td>
<td>2/9/2005</td>
<td>undergoing review</td>
</tr>
<tr>
<td>CSC</td>
<td>Associate in Applied Science in Criminal Justice/Police Science (019)</td>
<td>1/20/2005</td>
<td>March 31, 2005</td>
</tr>
<tr>
<td>CSC</td>
<td>Associate in Science in Family and Consumer Sciences Education (018)</td>
<td>1/20/2005</td>
<td>March 31, 2005</td>
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<td>CSC</td>
<td>Associate in Arts in English (016)</td>
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<tr>
<td>CSC</td>
<td>Associate in Arts in Pre-Journalism (030)</td>
<td>1/20/2005</td>
<td>March 31, 2005</td>
</tr>
<tr>
<td>CSC</td>
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<td>1/20/2005</td>
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</tr>
<tr>
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<td>1/20/2005</td>
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<tr>
<td>CSC</td>
<td>Associate in Science in Social Work (055)</td>
<td>1/20/2005</td>
<td>March 31, 2005</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Arts in Speech/Theatre (035)</td>
<td>2/15/2005</td>
<td>undergoing review</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Arts in Music (026)</td>
<td>2/15/2005</td>
<td>undergoing review</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Arts in Art (002)</td>
<td>2/15/2005</td>
<td>undergoing review</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Applied Science in Office Administration (027)</td>
<td>2/15/2005</td>
<td>March 31, 2005</td>
</tr>
<tr>
<td>CASC</td>
<td>Certificate in Secretarial Administration (050)</td>
<td>2/15/2005</td>
<td>March 31, 2005</td>
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<tr>
<td>OU</td>
<td>Doctor of Engineering in Engineering (284)</td>
<td>2/15/2005</td>
<td>March 31, 2005</td>
</tr>
<tr>
<td>OUHSC</td>
<td>Master of Science in Prosthodontics (051)</td>
<td>2/15/2005</td>
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</table>
### V. Approved Degree Program Deletions

July 1, 2004 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSU</td>
<td>Associate in Applied Science in Office Administration (039)</td>
<td>08/11/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>WOSC</td>
<td>Associate in Applied Science in PC Hardware/Networking Specialist (059)</td>
<td>06/16/04</td>
<td>October 28, 2004</td>
</tr>
<tr>
<td>OPSU</td>
<td>Bachelor of Arts in Humanities (055)</td>
<td>09/03/04</td>
<td>October 28, 2004</td>
</tr>
<tr>
<td>SEOSU</td>
<td>Bachelor of Science in Leadership (098)</td>
<td>10/28/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Arts in Business Education (007)</td>
<td>11/05/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Business Technology in Microcomputer Electronics (025)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Engineering Technology in Construction Estimator (027)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Engineering Technology in Industrial Drafting (030)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Health and Human Services Technology in Signing Skills (056)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Computer Technical Support (082)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Technical Support Specialist (083)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Health Unit Coordinator (084)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Office Automation Technician (086)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Business Systems Technology (027)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>RCC</td>
<td>Associate in Arts in Journalism (017)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>RCC</td>
<td>Associate in Science in Pre-Computer Science (063)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>UCO</td>
<td>Bachelor of Science in Education in Business Education (014)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
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<tr>
<td>UCO</td>
<td>Bachelor of Science in Education in Allied Health Education (092)</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
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<tr>
<td>UCO</td>
<td>Bachelor of Science in Education in Family and Consumer Sciences (114)</td>
<td>11/11/04</td>
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<tr>
<td>NSU</td>
<td>Bachelor of Music Education in Piano/Vocal (063)</td>
<td>11/30/04</td>
<td>February 10, 2005</td>
</tr>
</tbody>
</table>

### VI. Requested Degree Program Name Changes

July 1, 2004 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Program Name (program code)</th>
<th>Proposed Program Name</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWOSU</td>
<td>Master of Education in Psychometry (077)</td>
<td>Master of Education in School Psychometry</td>
<td>1/28/05</td>
<td>March 31, 2005</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Bachelor of Arts in Graphic Design (007)</td>
<td>Bachelor of Fine Arts in Art</td>
<td>2/15/05</td>
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### VII. Approved Degree Program Name Changes

July 1, 2004 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>Date Approved</th>
</tr>
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<tbody>
<tr>
<td>NEOAMC</td>
<td>Associate in Arts in History (044)</td>
<td>Associate in Arts in Social Sciences</td>
<td>06/16/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Associate in Science in Health Care</td>
<td>Associate in Science in Health Care</td>
<td>11/11/04</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>Date Rec'd</td>
<td>Institution</td>
<td>Area Career Technology Center</td>
<td>Degree Program (program code)</td>
<td>Date Approved</td>
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<td>------------</td>
<td>-------------</td>
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<td>-------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>04/20/04</td>
<td>NOC</td>
<td>Autry Technology Center</td>
<td>Associate in Applied Science in Health Services Technology (new)</td>
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</tr>
<tr>
<td>04/20/04</td>
<td>NOC</td>
<td>High Plains Technology Center</td>
<td>Associate in Applied Science in Health Services Technology (new)</td>
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</tr>
<tr>
<td>04/20/04</td>
<td>NOC</td>
<td>Meridian Technology Center</td>
<td>Associate in Applied Science in Health Services Technology (new)</td>
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<tr>
<td>04/20/04</td>
<td>NOC</td>
<td>Northwest Technology Center</td>
<td>Associate in Applied Science in Health Services Technology (new)</td>
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</tr>
<tr>
<td>04/20/04</td>
<td>NOC</td>
<td>Pioneer Technology Center</td>
<td>Associate in Applied Science in Health Services Technology (new)</td>
<td>N/A</td>
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<tr>
<td>07/23/04</td>
<td>OSU-OKC</td>
<td>Francis Tuttle Technology Center</td>
<td>Associate in Applied Science in Construction Technology (065)</td>
<td>8/18/04</td>
</tr>
<tr>
<td>11/29/04</td>
<td>OSUTB-OKM</td>
<td>Metro Technology Center</td>
<td>Associate in Applied Science in Surgical Technology (235)</td>
<td>09/24/04</td>
</tr>
<tr>
<td>11/29/04</td>
<td>OSUTB-OKM</td>
<td>Metro Technology Center</td>
<td>Associate in Applied Science in Air Conditioning &amp; Refrigeration Technology (002)</td>
<td>2/8/05</td>
</tr>
<tr>
<td>11/29/04</td>
<td>OSUTB-OKM</td>
<td>Metro Technology Center</td>
<td>Associate in Applied Science in Automotive Collision Repair Technology (003)</td>
<td>2/8/05</td>
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<tr>
<td>11/29/04</td>
<td>OSUTB-OKM</td>
<td>Metro Technology Center</td>
<td>Associate in Applied Science in Automotive Service Technology (004)</td>
<td>2/8/05</td>
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<tr>
<td>11/29/04</td>
<td>OSUTB-OKM</td>
<td>Metro Technology Center</td>
<td>Associate in Applied Science in Construction Technology (011)</td>
<td>2/8/05</td>
</tr>
<tr>
<td>11/29/04</td>
<td>OSUTB-OKM</td>
<td>Metro Technology Center</td>
<td>Associate in Applied Science in Engineering Technology (080)</td>
<td>2/8/05</td>
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<tr>
<td>11/29/04</td>
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<td>Metro Technology Center</td>
<td>Associate in Applied Science in Food Service Management (046)</td>
<td>2/8/05</td>
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<tr>
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<td>OSUTB-OKM</td>
<td>Metro Technology Center</td>
<td>Associate in Applied Science in Information Technology (012)</td>
<td>2/8/05</td>
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<td>OSUTB-OKM</td>
<td>Metro Technology Center</td>
<td>Associate in Applied Science in Office Information Systems Technology (039)</td>
<td>2/8/05</td>
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<tr>
<td>11/29/04</td>
<td>OSUTB-OKM</td>
<td>Metro Technology Center</td>
<td>Associate in Applied Science in Graphic Design Technology (014)</td>
<td>2/8/05</td>
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<td>Metro Technology Center</td>
<td>Associate in Applied Science in Multimedia Technology (034)</td>
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### July 1, 2004 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Suspended</th>
<th>Date Suspension Ratified</th>
<th>Date by which program must be reinstated or deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWOSU</td>
<td>Certificate in Administrators Certification (054)</td>
<td>08/04/04</td>
<td>09/09/04</td>
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<td>TCC</td>
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<td>10/28/04</td>
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<td>TCC</td>
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<td>08/16/04</td>
<td>10/28/04</td>
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</tr>
<tr>
<td>OSU</td>
<td>Graduate Certificate in Central Asian Studies (405)</td>
<td>11/17/04</td>
<td>12/9/04</td>
<td>November 17, 2007</td>
</tr>
<tr>
<td>OSU</td>
<td>Graduate Certificate in Ancient and Medieval Studies (417)</td>
<td>11/17/04</td>
<td>12/9/04</td>
<td>November 17, 2007</td>
</tr>
<tr>
<td>OSU</td>
<td>Graduate Certificate in Asian Studies (418)</td>
<td>11/17/04</td>
<td>12/9/04</td>
<td>November 17, 2007</td>
</tr>
<tr>
<td>OSU</td>
<td>Graduate Certificate in Latin American Studies (419)</td>
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<tr>
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<td>Graduate Certificate in Russian &amp; Eastern European Studies (420)</td>
<td>11/17/04</td>
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<td>November 17, 2007</td>
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<tr>
<td>OSU</td>
<td>Graduate Certificate in Native American Studies (422)</td>
<td>11/17/04</td>
<td>12/9/04</td>
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<tr>
<td>OSU</td>
<td>Graduate Certificate in African American Studies (421)</td>
<td>11/17/04</td>
<td>12/9/04</td>
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<tr>
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<td>2/25/05</td>
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<tr>
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### X. Reinstated Programs

July 1, 2004 to present

<table>
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<tr>
<th>Date Rec'd</th>
<th>Institution</th>
<th>Program (program code)</th>
<th>Original Suspension Date</th>
<th>Date Reinstatement Ratified</th>
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<tbody>
<tr>
<td>2/21/05</td>
<td>CU</td>
<td>Associate in Applied Science in Applied Technology (595)</td>
<td>4/5/04</td>
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</table>

### XI. Requested Inventory Reconciliations

July 1, 2004 to present

175
<table>
<thead>
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<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>OUHSC</td>
<td>Master of Arts in Dietetics</td>
<td>1/12/05</td>
<td>March 31, 2005</td>
</tr>
<tr>
<td>OUHSC</td>
<td>Master of Arts in Speech Language Pathology</td>
<td>1/12/05</td>
<td>March 31, 2005</td>
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### XII. Approved Inventory Reconciliations
July 1, 2004 to present

<table>
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<tr>
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<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Business Administration in Accounting (444)</td>
<td>04/27/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Business Administration in Economics (445)</td>
<td>04/27/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Business Administration in Finance (446)</td>
<td>04/27/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Business Administration in General Business (447)</td>
<td>04/27/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Business Administration in International Business (448)</td>
<td>04/27/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Business Administration in Management (449)</td>
<td>04/27/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Business Administration in Management Science and Computer Systems (450)</td>
<td>04/27/04</td>
<td>September 9, 2004</td>
</tr>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Business Administration in Marketing (451)</td>
<td>04/27/04</td>
<td>September 9, 2004</td>
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<tr>
<td>OSU</td>
<td>Bachelor of Science in Landscape Contracting [formerly option under Horticulture (128)]</td>
<td>04/27/04</td>
<td>September 9, 2004</td>
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<tr>
<td>OSU</td>
<td>Master of Science in Biomedical Science (429) Move program to OSU-CHS</td>
<td>6/17/04</td>
<td>September 9, 2004</td>
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### XIII. Approved Requests to Take Existing Program to New Location
July 1, 2004 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>New Location</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
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<tr>
<td>OSU</td>
<td>Master of Science in Biomedical Science (429)</td>
<td>OSU-CHS</td>
<td>06/17/04</td>
<td>September 9, 2004</td>
</tr>
</tbody>
</table>
AGENDA ITEM #23-b (1):

Reports.

SUBJECT: Teacher Education Annual Report on Systemwide Review

RECOMMENDATION:

It is recommended that the State Regents accept the seventh Teacher Education Annual Report on Systemwide Review.

BACKGROUND:

The State Regents initiated teacher education reform efforts in the summer of 1992 with the External Program Review. The 10-member team conducting the review was charged with assessing the status of teacher preparation in the State System and making recommendations for its enhancement. The team submitted 23 recommendations to establish the state of Oklahoma as a national leader in teacher preparation. The State Regents monitor the implementation of the recommendations with periodic status reports.

In 1995, two members of the original External Team, Chairman J.T. Sandefur and Dr. Larry Clark, returned to the state to visit the 12 teacher preparation programs for the purpose of assessing the continuing progress of the institutions in responding to the 23 recommendations. The external reviewers affirmed that the universities were working seriously and conscientiously to comply with the recommendations and that all had made significant progress. The team recommended that the State Regents formally close the three-year teacher education study with the exception of an annual report.

During the 1995 External Team visit, the number of recommendations to be addressed in the annual report was reduced to 15. In 2002, based on the extent to which State System institutions had progressed in meeting the original recommendations and the fact that many recommendations are monitored through other processes, the State Regents further reduced the number of recommendations subject to reporting from 15 to 7.

The first annual report was presented to the State Regents at the May 29, 1998 meeting. This, the seventh annual report, covers the 2003-2004 academic year. To facilitate reporting efforts, the State Regents’ annual reporting requirements are merged with those of the Oklahoma Commission for Teacher Preparation.

POLICY ISSUES:

As noted above, the information and actions described in this report are consistent with the State Regents’ teacher education initiative, the APRA effort, and the State Regents’ commitment to efficiency and excellence.
ANALYSIS:

Over ten years have passed since the 1992 external review team offered its recommendations to enhance teacher education and position Oklahoma as a national leader in teacher preparation. In 2001, Education Week ranked Oklahoma third in the nation, behind North Carolina and Connecticut, in Improving Teacher Quality. In 2004, after several years of declining funding which impacted quality issues, Oklahoma had dropped to a tie for thirteenth. This report contains a summary of findings for each recommendation and the individual institutions’ responses to each recommendation. All institutions report improving data collection through comprehensive assessment systems that ascertain the strengths of each program.

In May 2000, the State Regents approved a Teacher Warranty to affirm support of the increased academic requirements found in the Oklahoma Teaching Competencies. The first candidates eligible for the Teacher Warranty will graduate in 2005.

In August 2000, the State Regents received a grant from the United States Department of Education to develop assessment tools which would show the impact of teacher preparation on K-12 student achievement and thereby provide data to honor the Warranty. The Title II grant, entitled the Oklahoma Teacher Enhancement Program (OTEP), has been recognized nationally for the effectiveness of the assessments which have been developed. This data collection process continues enhances the purpose of assessing the continuing progress of the institutions.

The National Research Council has announced an initiative to evaluate all colleges of education in the United States using a process similar to the Flexner Study, a study conducted early in the last century of the medical profession. This congressionally mandated study has the potential to have a major impact on the conduct of teacher preparation. The mandate stipulates that the study should synthesize data and research on the academic preparation and educational characteristics of candidates in preservice, graduate, and alternative certification programs. It should address the content and consistency of preparation programs along with the degree to which these programs are based on converging scientific evidence.

REPORT ON RECOMMENDATIONS:

1. **Report on the number of graduate students admitted conditionally and the success rates.**
   (refer to individual institution reports)

2. **The appointment of a Regents’ staff member to coordinate teacher education should be continued:**

   Kyle Dahlem has served as Director of Teacher Education and the Minority Teacher Recruitment Center since January 2000.

3. **Academic preparation in elementary education should be strengthened, which may require more flexibility in certification requirements.**

   In October 1996, the State Regents approved implementation of the 4x12 curriculum. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 semester hours in liberal arts and sciences coursework in each of the academic core areas: English, mathematics, sciences, and social sciences. Methods courses in
these subjects do not meet the requirement. Further, reading competencies for teacher licensure were mandated by the Oklahoma legislature in 1997. Secondary teacher education graduates must hold a major in their teaching field.

Since 1997, Oklahoma teacher certification has been based on competency validated by three state tests: the Oklahoma General Education Test (OGET), the Oklahoma Subject Area Test (OSAT), and the Oklahoma Professional Teaching Examination (OPTE). A teacher can change teaching certification by passing an OSAT.

These requirements have made it possible for the majority of Oklahoma teachers to meet the “Highly Qualified Teacher” definition as mandated by Title I ESEA, No Child Left Behind.

4. The State Regents for Higher Education should require an annual report on grades given by education faculty compared to those given in general education and academic disciplines from each institution.

Percentages of “A” and “B” Grades Awarded in Selected Upper Division Courses at Public Universities

Source: OSRHE Survey of 2002 Enrollment and Grading Level of Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fall 1996</th>
<th>Fall 2003</th>
<th>Change</th>
<th>2003 Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education*</td>
<td>71.2</td>
<td>75.7</td>
<td>+4.5</td>
<td>20,718</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>57.6</td>
<td>59.1</td>
<td>+1.5</td>
<td>5,538</td>
</tr>
<tr>
<td>Business</td>
<td>61.0</td>
<td>60.3</td>
<td>-0.7</td>
<td>35,620</td>
</tr>
<tr>
<td>Engineering</td>
<td>70.0</td>
<td>71.5</td>
<td>+1.5</td>
<td>7,290</td>
</tr>
<tr>
<td>English</td>
<td>70.3</td>
<td>73.0</td>
<td>+2.7</td>
<td>7,775</td>
</tr>
<tr>
<td>History</td>
<td>62.6</td>
<td>67.5</td>
<td>+4.9</td>
<td>13,701</td>
</tr>
<tr>
<td>Mathematics</td>
<td>53.1</td>
<td>59</td>
<td>+5.9</td>
<td>3,160</td>
</tr>
</tbody>
</table>

*Excludes physical education courses

- Since 1996, the percentage of “A” and “B” grades awarded has increased in all but one (Business) of the selected subject areas.

- In 2003, the highest percentage of “A” and B” grades was in Education (75.7 percent), 2.7 percentage points higher than the next highest discipline, English (73.0 percent).

- Since 1996, all education students must present a grade point average of 3.0 in liberal arts and sciences courses before admission to a teacher education program. If a candidate’s grade point average is below 3.0, passing scores on the OGET or the Pre-Professional Skills Test (PPST) must be attained.

- Since the approval of the OGET as one of four possible admission standards, the GPA criterion, as a percentage of admissions, dropped to 42.8% in 2002-2003 and to 19.3% in 2003-2004.

5. The state of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education. (refer to individual institution reports)
In 1996-97, the State Regents funded more than $1,000,000 for technology in teacher education programs; subsequently, the amount was incorporated into base institutional budgets.

6. **Professional development should be focused on university faculty members’ ability to model such effective teaching styles as inquiry, group discussion, collaborative learning, etc.** (refer to individual institution reports)

   External funding in most units has made it possible to provide enriched faculty professional development. In addition to the professional development requirements, education faculty members are required to spend at least ten hours per year in meaningful teaching opportunities with K-12 students as well as to mentor student teachers and serve on Resident Year Teacher Committees. In the Fall semester 1,590 committees and in the Spring 1,743 committees were served, an increase of 966 committees from 2002-2003.

7. **The state Regents should continue to acquaint and involve education and arts and sciences faculty in the implementation of H.B. 2246 (now H.B. 1549).**

   The 1996 State Regents’ emphasis on subject content taught by arts and sciences faculty preceded the same recommendations from the national level by several years. Title II of the Higher Education Amendments of 1998 called for partnership programs with schools of arts and sciences, because many entities contribute to the success of teacher education programs. Since the elementary 4 x 12 courses and secondary subject major courses are taught by the arts and sciences faculty, they play an integral role in teacher preparation, as they teach the content and model the teaching methodologies of these subjects. Despite these long-term efforts, the commitment of arts and sciences faculty to teacher preparation is uneven across the State System.
Institution: Cameron University (CU)

Dean of Education: Dr. Judy Neale

- Number of program completers: 55
- Number of candidates recommended for certification: 54
- Average number of Residency Committees served: 75
- Number of graduate students admitted conditionally: 7
- Total dollars obtained from outside funding sources: $70,000 to individual faculty and to obtain a $100,000 No Child Left Behind grant, two faculty collaborated with psychology faculty. The unit has one endowed lectureship for $25,000.
- Total amount spent on technology and what was purchased: $7,000 was spent to obtain state of the art computer and projector and six computers for faculty.
- Summary of faculty professional development, noting specifically activities focused on teaching styles: Despite drastically reduced funding for professional development and travel, two guest lecturers were brought to the campus.

Additional notes:

The Minority Teacher Recruitment Center of the OSRHE sponsors the CAMSTEP program, a post baccalaureate teacher preparation program that provides secondary school licensure as well as a Master of Arts in Teaching degree.

Pass rates for all examinees for each of the three licensure/certification component areas:

<table>
<thead>
<tr>
<th>Component</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGET</td>
<td>100.0 percent</td>
</tr>
</tbody>
</table>
| OSAT      | 95.2 percent 
| OPTE      | 100.0 percent |

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Institution: **East Central University (ECU)**

Dean of Education: Dr. Bill Osborne

- **Number of program completers:** 136
- **Number of candidates recommended for certification:** 285
- **Average number of Residency Committees served:** 91
- **Number of graduate students admitted conditionally:** 167, successful = 134
- **Total dollars obtained from outside funding sources:** $626,915
- **Total amount spent on technology and what was purchased:** Additions include seven "Smart Classrooms" in the Education Building and complete renovation of the education computer lab with new hardware, software, and furniture.

**Summary of faculty professional development, noting specifically activities focused on teaching styles:** Over the last five years, professional development has focused on technology, specifically on instructional delivery, and in some instances creating Web-based and online course delivery approaches. The faculty are productive in many scholarly areas and provides extensive service to the university.

**Additional notes:**

Because of budgetary constraints during the 2003-2004 academic year, several unit faculty volunteered to supervise interns with no compensation except to note this activity as a service component to the university.

Pass rates for all examinees for each of the three licensure/certification component areas:

- **OGET:** 91.5 percent
- **OSAT:** 93.4 percent
- **OPTE:** 94.2 percent
Institution:  **Langston University (LU)**

Dean of Education:  Dr. Darlene Sheppard Abram

- **Number of program completers:**  Undergraduate and Graduate:  35
- **Number of candidates recommended for certification:**  17
- **Average number of Residency Committees served:**  27
- **Number of graduate students admitted conditionally:**  7
- **Total dollars obtained from outside funding sources:**  $263,451 was obtained from the following sources:  AACTE Build A Future Without AIDS Grant, $10,000; NCATE RIFTEN Grant $20,000; Oklahoma State Regents for Higher Education MTRC Grant $10,000; U.S. Department of Education Title III, Diversity $163,451; and the Department of Education Title III, Technology $60,000.
- **Total amount spent on technology and what was purchased:**  $10,000 was expended for equipment, hardware and software as well as faculty training to use WebCT.
- **Summary of faculty professional development, noting specifically activities focused on teaching styles:**  LU faculty attended the following national, state and institutional activities that presented a myriad of information on effective teaching styles, as well as LU schools of Education and Arts and Sciences, and departmental meetings related to curriculum and effective teaching styles.

**Additional notes:**

Currently, LU has Accreditation with Conditions status with both the Oklahoma Commission for Teacher Preparation and the National Council for Accreditation of Teacher Education (NCATE).  An April 2005 NCATE site team visit focused on Standard 2 – Program Assessment and Unit Capacity will ascertain continuing accreditation.  Dr. Tracy Fredman will be the State Regents observer.

Pass rates for all examinees for each of the three licensure/certification component areas:

- **OGET:**  53.8 percent
- **OSAT:**  82.9 percent
- **OPTE:**  88.9 percent
Institution: Northeastern State University (NSU)

Dean of Education: Dr. Kay Lallier Grant

- **Number of program completers:** 464
- **Number of candidates recommended for licensure and certification:** 572
- **Average number of Residency Committees served:** 405
- **Number of graduate students admitted conditionally:** In 2003-2004, less than 1% (fewer than 5) graduate students were admitted conditionally.
- **Total dollars obtained from outside funding sources:** $560,114.00 included grants from MTRC, Tulsa’s Gear Up project, Rural Education Institute and REU Site-Experimental Investigations Into the Science of Behavior, et al.
- **Total amount spent on technology and what was purchased:** $68,000 was spent on computer updates in the Computer Lab, upgrade two classrooms with Smart Cart, symposium and document cameras, as well as purchase other projectors and replace outdated printers.
- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** NSU’s Center for Teaching and Learning has sponsored a state wide one day conference for the past two years. Here, faculty can present and attend sessions specifically focused on improving their teaching. Additionally, NSU is home to the Oklahoma Institute for Learning Styles where students receive a learning styles inventory and faculty are trained to interpret and plan instruction accordingly.

**Additional notes:**

For the 2003-2004 school year, NSU placed a total of 1,366 candidates in schools in the 23 county areas for field experiences, this in addition to 411 Residency year committees. NSU worked with 1,507 teachers who helped supervise these students.

Pass rates for all examinees for each of the three component areas:

- OGET 87.8 percent
- OSAT 95.7 percent
- OPTE 95.8 percent
Institution: Northwestern Oklahoma State University (NWOSU)

Dean of Education: Dr. James L. Bowen

- **Number of program completers:** Undergraduate: 74    Graduate: 14
- **Number of candidates recommended for licensure and certification:** 138
- **Average number of Residency Committees served:** 43
- **Number of graduate students admitted conditionally:** 3
- **Total dollars obtained from outside funding sources:** $420,247 funding emanated from T3, PT3 and TQE grants.
- **Total amount spent on technology and what was purchased:** $406,779 includes but is not limited to four computers for faculty, digital copier, computers and software; at the Woodward campus, writing center and computer labs; at the Enid campus, two TV’s for the ITV lab, perpetual software license, polycom for ITV studio, computer lab for nursing students and some wireless access capabilities.
- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** The University supports faculty professional development through regular earmarked funds. Faculty participate in a range of professional development conferences that contribute to improving teaching and learning including a Fulbright Scholar from India who spent two weeks on campus, speaking and interacting with faculty and students.

**Additional notes:**

While the college of education does not offer any program completely via distance learning, it does provide courses utilizing distance learning technologies due to the sparse population in Northwestern’s service area. Other institutions receiving courses from NWOSU via the ITV system include the University Learning Center located in Ponca City, Crabtree Correctional Center in Helena, Oklahoma Panhandle State University and Texoma and Turpin High School.

Pass rates for all examinees for each of the three licensure/certification component areas:

- OGET: 81.3 percent
- OSAT: 92.8 percent
- OPTE: 97.4 percent
Institution: **Oklahoma Panhandle State University (OPSU)**

Dean of Education: Dr. Wayne Stewart

- **Number of program completers:** Undergraduate: 32
- **Number of candidates recommended for licensure and certification:** 63 (36 in OK., 21 in KS., 4 in CO., and 2 in “Other”)
- **Average number of Residency Committees served:** 18
- **Number of graduate students admitted conditionally:** No graduate programs
- **Total dollars obtained from outside funding sources:** 0
- **Total amount spent on technology and what was purchased:** Three classrooms have been equipped with Smart Boards allowing the presentation of PowerPoint along with the integration of Internet Technology. A networked color laser printer is now available to all OPSU teacher education faculty. Some faculty received new computers and printers. No dollar amount was reported
- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** A local chapter of Phi Delta Kappa has been reestablished to provide professional activities for education faculty. Faculty members have attended state professional development activities and additional funding is being solicited to allow others to attend national meetings in subsequent years.

**Additional notes:**

The OPSU Teacher Education Program has taken a proactive response to low pass rate on the Oklahoma Genera Education Test (OGET). The problem stems from OSPU’s open enrollment policy and students transferring from three out-of-state community colleges. In an attempt to address this challenge, EDUC 2222 *Communication Skills for Teachers* is now required of all education majors. OPSU program completers achieved a 100% pass rate on both the Oklahoma Subject Area Test (OSAT) and the Oklahoma Professional Teaching Examination (OPTE).

Pass rates for all examinees for each of the three component areas:

- OGET 77.8 percent
- OSAT 92.8 percent
- OPTE 97.4 percent
2003-2004 Teacher Education Annual Report

Institution: Oklahoma State University (OSU)

Dean of Education: Dr. Pam Fry

- Number of program completers: 276
- Number of candidates recommended for licensure and certification: 315
- Average number of Residency Committees served: 235
- Number of graduate students admitted conditionally: 72
- Total dollars obtained from outside funding sources: $1,561,656.70 was received from 33 external grants. Sources included, among others, the Oklahoma State Regents-Cultivating Teacher Cadets, Spencer Foundation-Textual Scaffold for Beginning Readers, National Science Foundation-Rural Alliance for Improving Science Education, et al.
- Total amount spent on technology and what was purchased: $521,038.00 was expended as follows: continued development of college-wide network applications for streamlining administrative processes and functions; technology support; and instruction and training needs for college of education faculty.
- Summary of faculty professional development, noting specifically activities focused on teaching styles: Faculty in all programs receive financial support to attend professional meetings. Professional development offerings included: OSU Writing project, Internationalizing the Curriculum, The Business Model of Education, “No Child Left Behind” and its impact on reading instruction, et al.

Additional notes:

OSU provides career and academic advisement for all students pursuing degrees in teaching. Specifically information regarding high demand fields is discussed with each student as an integral aspect of the mission of the Student Services Division.

Pass rates for all examinees for each of the three component areas:

- OGET 94.3 percent
- OSAT 98.3 percent
- OPTE 98.0 percent
2003-2004 Teacher Education Annual Report

Institution: Southeastern Oklahoma State University (SOSU)

Dean of Education: Dr. Ed Mauzey

- **Number of program completers:** 185
- **Number of candidates recommended for licensure and certification:** 188
- **Average number of Residency Committees served:** 97
- **Number of graduate students admitted conditionally:** 64  number successful: 18
- **Total dollars obtained from outside funding sources:** $74,343 included funding of conferences, et al., Kappa Delta Pi Convocation and Ethnography of Organizations: Investigating the Demands of Informal Meetings.  $64,465 was received from the Oklahoma Commission for Teacher Preparation to fund the National Board for Professional Teaching Standards summer sessions.
- **Total amount spent on technology and what was purchased:** $6,159.64 was expended for technology that enhances classroom and student learning.
- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Two professional development opportunities cited were “A Framework for Understanding Poverty,” by Robert Touchstone and “Peer Pressure Reversal” by Sharon Scott.

**Additional notes:** SOSU hosts the National Board for Professional Teaching Standards training in June.

Pass rates for all examinees for each of the three component areas:

- OGET  88.9 percent
- OSAT  90.3 percent
- OPTE  95.8 percent
2003-2004 Teacher Education Annual Report

Institution: Southwestern Oklahoma State University (SWOSU)
Dean of Education: Dr. Jim Tate

- **Number of program completers:** Not reported
- **Number of candidates recommended for licensure and certification:** Not reported
- **Average number of Residency Committees served:** 108
- **Number of graduate students admitted conditionally:** Not reported
- **Total dollars obtained from outside funding sources:** Not reported
- **Total amount spent on technology and what was purchased:** Not reported
- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Not reported

**Additional notes:**

Pass rates for all examinees for each of the three component areas:

- OGET 87.8 percent
- OSAT 93.3 percent
- OPTE 95.0 percent

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2003-2004 Teacher Education Annual Report

Institution: University of Central Oklahoma (UCO)

Dean of Education: Dr. Judith Coe

- **Number of program completers**: Undergraduate: 249
- **Number of candidates recommended for licensure and certification**: 439
- **Average number of Residency Committees served**: 216
- **Number of graduate students admitted conditionally**: none allowed
- **Total dollars obtained from outside funding sources**: $839,180 included grants from Four-Star, Bilingual Career Ladder and Career-Teach new teacher assistance, et al.
- **Total amount spent on technology and what was purchased**: $335,315 was expended for equipment, software, infrastructure maintenance, professional staff, student wages, and e-portfolio and Palm training.

**Summary of faculty professional development, noting specifically activities focused on teaching styles**: Professional Development Activities were offered to faculty through the university’s Faculty Enhancement Center on various effective teaching styles. These included:

- John Dew – “Continuous Improvement 101”
- Susan Hatfield – “Using Program Competencies in Assessment, Planning and Program Improvement”
- William Roberson – “Teaching Critical thinking – Are we really doing it?”
- Sandra Burkey, Julio Pacheco and Kelly Jorgenson – “Enhancing Technology Usage in the Classroom”
- Joselina Cheng - “Using Your technological Toolbox to Enhance Your Teaching”
- Bryan Duke and Mike Nelson – “Teaching Metacognition to Facilitate Students’ Use of Assignment Rubrics”
- Dee Fink - “So What is Good Learning Anyway?(And What Can we Do to Promote It?)”
- Freeta Jones and Brady Radaus – “Grades: Connecting WebCT & PALM via Micrograde”
- Patricia Loughlin and Catherine Dunkle – “Reaching Students Through Technology, Training and Effectiveness”
- Mary Sheets – “Using Group Testing in Your Classroom”
- Deborah Thompson, Gwen Dobbs and Ona Lou Britton – “Creating A+ Assignments!”

Additional notes:
During the past year, faculty worked to infuse information about the “No Child Left Behind” legislation into appropriate courses.

Pass rates for all examinees for each of the three component areas:

OGET 88.6 percent
OSAT 93.9 percent
OPTE 99.2 percent
Institution: University of Oklahoma (OU)

Dean of Education: Dr. Joan Smith

- Number of program completers: 142
- Number of candidates recommended for licensure and certification: 147
- Average number of Residency Committees served: 91
- Number of graduate students admitted conditionally: no report
- Total dollars obtained from outside funding sources: $14,703,218
- Total amount spent on technology and what was purchased: The College of Education spends nearly $300,000 annually on technology support and equipment. Every faculty member has been provided with a computer and students have access to a computer laboratory that has been recently expanded to include scanners, digital cameras and laptop computers for checkout.

- Summary of faculty professional development, noting specifically activities focused on teaching styles: Faculty development plans are filed with the associate Dean for Teacher Education each Spring.

Additional notes:

OU is collecting data on its elementary education candidates using the Association for Childhood Education International standards. After a site visit from March 27-31, 2004, OU received state and NCATE continuing accreditation.

Pass rates for all examinees for each of the three component areas:

OGET 95.1 percent
OSAT 95.1 percent
OPTE 100.0 percent
Institution: University of Science and Arts of Oklahoma (USAO)

Dean of Education: Dr. Vicki Ferguson

- Number of program completers: 42
- Number of candidates recommended for licensure and certification: 42
- Average number of Residency Committees served: 32
- Number of graduate students admitted conditionally: no graduate programs
- Total dollars obtained from outside funding sources: $114,777
- Total amount spent on technology and what was purchased: $51,947.06 was expended for 31 PCs, one Mac, a DVD Writer, two Video Splitters, two Cruzer Mini SanDisks, two security cabinets for classroom PCs, two Gyro wireless mice, SCT Software, Extreme network equipment, three digital cameras, equipment and software.

- Summary of faculty professional development, noting specifically activities focused on teaching styles: USAO’s lengthy list of activities which focused on effective teaching styles included the following presentations:
  - Floyd Cox – “The Color of Personality”
  - Fall Teacher Education Workday
  - David Williams – “Teacher Rights and Contracts”
  - Alan Proctor – Grant Writing Seminar
  - Adeel Siddiqui – “How are U.S. Schools Alike and/or Different from Schools in Pakistan?”
  - OASIS/EDGE (Oklahoma Associations Supporting International Studies/Economic Development Generating Excellence)
  - Amy Ingram – “Reaching Minority Students”
  - Jane Ivy – “Dealing with Parents in Difficult Situations”
  - Denise Burns – “Helping Students Put the Pieces Together”
  - “Let Student Teachers Give You a Hint of What to Expect”
  - Leah Decker – “Conversational Sign Language Course”
  - “First Aid/CPR Training Course”

Additional notes:
The unit has continued to collaborate with Tenskwatawa, Inc., to obtain a grant from the Office of Indian Education to increase the number of Native American teachers serving in schools with significant Native American student populations.

Pass rates for all examinees for each of the three component areas:
OGET 91.1 percent
OSAT 97.4 percent
OPTE 90.2 percent
AGENDA ITEM #23-b (2):

Report.

SUBJECT: FY2004 System-wide Report on Value of Supplemental Pension Obligations and Cost of Postemployment Benefits Other Than Pensions

RECOMMENDATION:

It is recommended that the State Regents accept the FY2004 System-wide Report on the Value of Supplemental Pension Obligations and the Cost of Postemployment Benefits Other Than Pensions and authorize its transmittal to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate.

BACKGROUND:

Oklahoma statutes (70 O.S. 2001, Section 17-116.7) require that State System institutions having supplemental pension and postemployment benefit plans disclose certain information relating to these plans in their audited annual financial reports. The statute also requires that the Oklahoma State Regents for Higher Education compile this information into a systemwide report for submission to the Governor, the Speaker of the House of Representatives and the President Pro Tempore of the Senate. This is the thirteenth system-wide report prepared pursuant to this statutory requirement. A copy of the report has been provided to each State Regent.

POLICY ISSUES: None.

ANALYSIS:

INSTITUTIONAL AUTHORITY

The enabling statutes for governing boards of institutions in The Oklahoma State System of Higher Education elaborate powers and duties that are similar in nature and include the authority to:

1. Employ and fix compensation of such personnel as deemed necessary,...,
2. Direct the disposition of all moneys appropriated by the legislature..., and
3. Establish and maintain plans for ...retirement of employees.. and for payment of deferred compensation for such employees.

This latter provision establishes authority to create supplemental retirement plans in addition to the retirement plan of the Oklahoma Teacher’s Retirement System (OTRS).
STATUS OF INSTITUTIONAL SUPPLEMENTAL DEFINED BENEFIT PLANS

As of June 30, 2004, 16 of the 26 system institutions (including the OUHSC) have supplemental retirement plans. Although provisions of these supplemental plans may vary among institutions, they typically involve a formula ensuring an employee upon retirement a "minimum retirement benefit" based on the employee’s current or highest compensation together with years of service. The institution's obligation under these plans usually involves paying the difference between the calculated "minimum retirement benefit" and the benefits that the employee will receive from OTRS, Social Security, or a defined contribution retirement plan, such as TIAA-CREF. The value of institutional obligations reported as of June 30, 2004, is summarized in Attachment I of the report.

The value of obligations reported is based on actuarial valuations prepared by each institution using a number of assumptions. Values are real, therefore, only to the extent that the assumptions prove valid. Actuarial assumptions used by the institutions for FY2004 were developed in accordance with State Regents' policy and were identical to those used since FY1996. Following are highlights of the information reported by institutions.

1. Institutions reporting supplemental pension obligations as of June 30, 2004, included 8 of the 13 universities and constituents and five two-year colleges.

2. The present value of future pension obligations as of June 30, 2004, for those institutions reporting amounted a net of $989,626. This amount continues to decline each year, and the current reporting format shows that eight (8) institutions have negative obligations for the future. Ten (10) institutions reported no obligations.

COST OF POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

Costs of postemployment benefits other than pensions were reported by 12 institutions in FY 2004 and amounted to $4,056,769. These costs covered medical and/or life insurance premiums for retirees and are summarized in Attachment II of the report. Ten institutions reported FY2004 costs for medical insurance premiums for retirees amounting to $3,941,265, or 97% of the total expenses. Nine institutions reported costs for life insurance premiums for retirees amounting to $115,404. One institution, the University of Oklahoma, accounted for approximately 65% of the total systemwide postemployment benefit costs.
MINUTES

Six Hundred Eighty-First Meeting

February 10, 2005
Minutes of the Six Hundred Eighty-First Meeting
February 10, 2005

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1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA.** The Oklahoma State Regents for Higher Education held their regular meeting at 9 a.m. on Thursday, February 10, 2005, in the State Regents’ Office, 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on November 3, 2004. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Chairman Jimmy Harrel called the meeting to order and requested a roll call. Present for the meeting were State Regents Bill Burgess, Ron White, Stuart Price, Joe Cappy, Ike Glass, Carl Renfro, Jimmy Harrel, and Cheryl Hunter. Regent Massey was unable to attend the meeting.

3. **MINUTES OF PREVIOUS MEETING.** Regent Hunter made a motion, seconded by Regent Cappy, to approve the minutes of the Committee-of-the-Whole on December 8, 2004, and the State Regents’ regular meeting on December 9, 2004. Voting for the motion were Regents White, Price, Cappy, Glass, Renfro, Harrel, Hunter, and Burgess. Voting against the motion were none.

4. **CARNEGIE FOUNDATION PROFESSOR OF THE YEAR.** Dr. John Kontagianes, Executive Vice President for Academic Affairs at Tulsa Community College, introduced Ms. Phoebe Baker, Oklahoma’s Carnegie Foundation Professor of the Year. Regent Cappy made a motion, seconded by Regent Hunter, to approve a resolution congratulating Ms. Baker on her award. Voting
for the motion were Regents Price, Cappy, Glass, Renfro, Harrel, Hunter, Burgess, and White. Voting against the motion were none.

5. **NEW PROGRAMS.**

   a. Regent Burgess made a motion, seconded by Regent Hunter, to approve the request from Oklahoma State University to offer the undergraduate Certificate in Leadership and the undergraduate Certificate in Environmental Studies. Voting for the motion were Regents Cappy, Glass, Renfro, Harrel, Hunter, Burgess, White, and Price. Voting against the motion were none.

   b. Regent Hunter made a motion, seconded by Regent Cappy, to approve the request from Northeastern State University to offer the Bachelor of Arts in Education in Cherokee. Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, Burgess, White, Price, and Cappy. Voting against the motion were none.

   c. Regent Glass made a motion, seconded by Regent Hunter, to approve the request from Southwestern Oklahoma State University to offer the Bachelor of Science in Information Systems. Voting for the motion were Regents Renfro, Harrel, Hunter, Burgess, White, Price, Cappy, and Glass. Voting against the motion were none.

6. **PROGRAM DELETION.** Regent Burgess made a motion, seconded by Regent Hunter, to approve the request from Northeastern State University to delete the Bachelor of Music Education in Piano/Vocal. Voting for the motion were Regents Harrel, Hunter, Burgess, White, Price, Cappy, Glass, and Renfro. Voting against the motion were none.

7. **TECHNICAL-OCCUPATIONAL PROGRAM REVIEW.** An external evaluation team visited Tulsa Community College on October 25-27, 2004, to examine self-study reports, accreditation reports, policy manuals, catalogs, class schedules, and related State Regents’ policies.
The team made the following recommendations for 32 degree programs and 27 certificate programs:

- Seventeen associate in applied science degree programs and 18 certificate programs were recommended for unqualified continuation for at least five years.
- Nine associate in applied science degree programs and six certificate programs were recommended for qualified continuation for three years.
- Six associate in applied science degree programs and three certificate programs were recommended for discontinuation.

Regent Cappy made a motion, seconded by Regent Glass, to accept the evaluation team recommendations for the technical-occupational programs and certificates at Tulsa Community College. Voting for the motion were Regents Hunter, Burgess, White, Price, Cappy, Glass, Renfro, and Harrel. Voting against the motion were none.

8. REMEDIATION. The Annual Student Remediation Report describes the preparedness of incoming students for college-level courses. The report shows that the statewide remediation rate has decreased by one percent and that math remediation continues to improve. Adult student remediation is the highest in eight years; however, the number of adult students is at an all time high. The report also shows that community colleges continue to be the primary source of remediation in the state. Regent Renfro asked if the increase in admission standards to the research universities caused the reduction of remedial courses taken at those institutions. Dr. William McHenry indicated that some correlation could be assumed. Regent Hunter made a motion, seconded by Regent Cappy, to accept the Annual Student Remediation Report. Voting for the motion were Regents Burgess, White, Price, Cappy, Glass, Renfro, Harrel, and Hunter. Voting against the motion were none.

9. HIGH SCHOOL INDICATORS REPORTS. Dr. Jim Purcell described three High School Indicators Reports. The Remediation Rates Report shows that approximately 35 percent of students
who graduated high school in 2003 took at least one remedial course. Mathematics remediation remains the highest rate with 30.4 percent of first-time freshmen taking a remedial math course. The Headcount, Semester Hour, and GPA Report describes statistics for each county, district, and high school site in Oklahoma. Seventy-one percent of the 2003-2004 college freshmen who were 2003 high school graduates earned a 2.0 or higher GPA their freshman year. The High School to College-Going Rates of Oklahoma High School Graduates report states that more than 57 percent of the 2003 Oklahoma high school graduates went directly to college the following academic year. Regent Cappy asked if there was a study to determine what the more successful counties and school districts are doing and share that information with poor performers. Dr. Purcell indicated that there was currently no study, but that State Regents’ staff might be able to provide Regents with that type of analysis. Regent Hunter made a motion, seconded by Regent Price, to accept the three High School Indicators Reports as presented. Voting for the motion were Regents White, Price, Cappy, Glass, Renfro, Harrel, Hunter, and Burgess. Voting against the motion were none.

10. **SCHOLARSHIPS.**

a. Regent Hunter made a motion, seconded by Regent White, to ratify the Academic Scholars Program recipients for the fall 2004 semester. Voting for the motion were Regents Price, Cappy, Glass, Renfro, Harrel, Hunter, Burgess, and White. Voting against the motion were none.

b. Regent Hunter made a motion, seconded by Regent White, to ratify the Regional University Baccalaureate Scholarship recipients for the fall 2004 semester. Voting for the motion were Regents Cappy, Glass, Renfro, Harrel, Hunter, Burgess, White, and Price. Voting against the motion were none.

c. Regent Hunter made a motion, seconded by Regent White, to ratify the William P.
Willis Scholarship recipients for the 2004-05 academic year. Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, Burgess, White, Price, and Cappy. Voting against the motion were none.

11. **OKLAHOMA COLLEGE SAVINGS PLAN.** Bryce Fair presented an update on the Oklahoma College Savings Plan. He reported that the Oklahoma College Savings Plan had surpassed $100 million total assets by the end of the 2004 calendar year. He stated that the State Treasurer has requested that the state income tax deduction be increased to a flat limit of $10,000. Additionally, it was requested that the deadline for contributions to qualify for the state deduction be changed from December 31 to April 15.

12. **E&G BUDGET ALLOCATIONS.** Regent Burgess made a motion, seconded by Regent Renfro, to approve the following allocations:

- $200,000 to University of Oklahoma-Tulsa and $96,014 to Tulsa Community College for the Early Childhood Institute. These appropriations will complement significant private support for the institute for teaching, research, and public service to the Tulsa community. Dr. Ken Levit, the University of Oklahoma – Tulsa, and Dr. John Kontagianes, Tulsa Community College, expressed their appreciation to the State Regents for their support of the project.

- $30,000 to the McCurtain County Higher Education Program for drainage improvement.

- $10,000 for one-time support for an OETA-State Regents public information project, “Cash for College.”

Voting for the motion were Regents Renfro, Harrel, Hunter, Burgess, White, Price, Cappy, and Glass. Voting against the motion were none.
13. **MASTER LEASE PURCHASE PROGRAM.** Regent Burgess made a motion, seconded by Regent Cappy, to approve the first series 2005 bond projects at five institutions totaling $5,975,866. Voting for the motion were Regents Harrel, Hunter, Burgess, White, Price, Cappy, Glass, and Renfro. Voting against the motion were none.

14. **EPSCoR.**

a. Regent Burgess made a motion, seconded by Regent Hunter, to approve the reappointment of the following individuals to the EPSCoR Advisory Committee:

   - Bill Beard, President of The Beard Company
   - Glen Collier, Professor and Department Chair of Biological Sciences at The University of Tulsa
   - David Hinkle, Choctaw County Industrial Authority
   - Cindy Ross, President of Cameron University
   - Alan Tree, Associate Dean for Research at Oklahoma State University
   - Joe Waner, Vice President for Research at the University of Oklahoma Health Sciences Center

   Voting for the motion were Regents Hunter, Burgess, White, Price, Cappy, Glass, Renfro, and Harrel. Voting against the motion were none.

b. Regent Burgess made a motion, seconded by Regent Hunter, to approve payment of $30,000 for the annual EPSCoR Coalition dues for FY 2005. Voting for the motion were Regents Burgess, White, Price, Cappy, Glass, Renfro, Harrel, And Hunter. Voting against the motion were none.

15. **ECONOMIC DEVELOPMENT COUNCIL.** Regent Hunter stated that the Economic Development Council (EDC) bylaws had been modified to allow the EDC to be recognized as an
advisory council to the State Regents and to clarify the election of officers and executive committee members of the council. Regent Cappy made a motion, seconded by Regent Burgess, to approve the modifications to the Economic Development Council policy and to accept the revised bylaws. Voting for the motion were Regents White, Price, Cappy, Glass, Renfro, Harrel, Hunter, and Burgess. Voting against the motion were none.

16. SPONSORSHIPS. The State Regents sponsored or co-sponsored several events, including the Noel-Levitz Conference on financial aid management and efficiencies, the “Cash for College” telecast, and College Goal Sunday in association with the Lumina Foundation. Regent Hunter made a motion, seconded by Regent Cappy, to ratify sponsorship, co-sponsorship, or participation of activities and events. Voting for the motion were Regents Price, Cappy, Glass, Renfro, Harrel, Hunter, Burgess, and White. Voting against the motion were none.

17. PERSONNEL. Regent Hunter announced that Bob Anthony had been hired as General Council to the Oklahoma State Regents. She added that the Strategic Planning and Personnel Committee was unanimous in recommending Mr. Anthony to the position. Chancellor Risser introduced Mr. Anthony to the State Regents. Regent Hunter made a motion, seconded by Regent Burgess, to ratify the hiring of Bob Anthony as General Counsel to the Oklahoma State Regents. Voting for the motion were Regents Cappy, Glass, Renfro, Harrel, Hunter, Burgess, White, and Price. Voting against the motion were none.

18. COMMENDATIONS. Regent Hunter made a motion, seconded by Regent Glass, to commend State Regents and State Regents’ staff for recognitions on state and national projects. Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, Burgess, White, Price, and Cappy. Voting against the motion were none.

19. CONSENT DOCKET. Regent Hunter made a motion, seconded by Regent Cappy, to
approve the following Consent Docket items:

a. Programs
   (1) Approval of institutional requests for program modifications.

b. Post Audit. Approval of institutional request for final approval and review schedule extensions for existing programs.

c. Academic Nomenclature. Ratification of an institutional request.


e. Agency Operations.
   (1) Ratification of purchases of $25,000 and above.

f. Regent’s Officers. Ratification of Regent John Massey as Chairman for the purpose of signing a resolution for the Southeastern Oklahoma State University student-athlete Drew Beard being named as a Harlon Hill Trophy finalist.

g. Nonacademic Degrees. Approval of an honorary degree request from Langston University to confer an honorary degree during their spring 2005 commencement.

Voting for the motion were Regents Renfro, Harrel, Hunter, Burgess, White, Price, Cappy, and Glass. Voting against the motion were none.

20. REPORTS. Regent Hunter made a motion, seconded by Regent Cappy, to accept the following reports as presented.

a. Programs. Status report on program requests.


Voting for the motion were Regents Harrel, Hunter, Burgess, White, Price, Cappy, Glass, and Renfro. Voting against the motion were none.

21. REPORT OF THE CHANCELLOR. Chancellor Risser stated that Dr. Robert Todd, President of Oklahoma City Community College, underwent heart surgery in January. He remains in the hospital, but is expected to return home by the end of the week.

22. REPORT OF THE CHAIRMAN. Chairman Harrel stated that the Governor indicated that the higher education capital bond issue was a top priority in his State of the State address. Chancellor Risser added that Governor Henry would be holding a press conference that day. Chairman Harrel reported that the Governor proposed a 7.86 percent increase for higher education, which is slightly less than the percent of the total appropriations from the previous year. The Governor is also supporting an 86 percent increase for OCAST, which will help with the state’s research needs. Chairman Harrel announced that the State Regents’ next regular meeting and spring planning retreat will be held at Southwestern Oklahoma State University.

23. REPORT OF THE COMMITTEES.

a. Academic Affairs/Social Justice and Student Services Committee. Regent White stated that all of the committee’s items were handled during the meeting. The Committee also received an update on the status of the Student Information Portal.

b. Budget and Audit Committee. Regent Burgess stated that all of the committee’s action items were handled during the meeting.

c. Strategic Planning and Personnel Committee. Regent Hunter stated that all of the committee’s items had been acted on during the meeting.

d. Technology Committee. Regent Cappy stated that the committee had no action items. The committee received an update on OneNet projects.
24. **NEW BUSINESS.** No new business was brought to the Regents' attention.

25. **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chairman Harrel announced the next regular meeting of the State Regents would be held at 9 a.m. on Thursday, March 31, 2005, at Southwestern Oklahoma State University in Weatherford, Oklahoma.

26. **ADJOURNMENT.** With no additional items to discuss, the meeting was adjourned.

ATTEST:

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Jimmy Harrel, Chairman        Cheryl Hunter, Secretary