OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Agenda

March 23, 2006

NOTE

This document contains recommendations and reports to the State Regents regarding items on the March 23, 2006 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 23, 2006.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

A G E N D A

Thursday, March 23, 2006--9 a.m.
Redlands Community College, El Reno, Oklahoma
Chairman Cheryl Hunter Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**

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

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

4. **Report of the Chancellor.** (No Action, No Discussion).

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

6. **Tribute to Chancellor Emeritus Hans Brisch.** (Supplement)

7. **Host.** Welcome remarks by President Larry Devane.

PRESENTATIONS

8. **Update on Sensor Research.** Presentation by Stephen McKeever, Oklahoma State University: (Oral Presentation)

9. **Update on Weather Research.** Presentation by Kelvin Droegemeier, Oklahoma University: (Oral Presentations)

ACADEMIC

10. **New Programs.**

    a. University of Oklahoma. Approval of request to offer the Doctor of Philosophy in Mass Communications. Page 1.

    b. Rogers State University. Approval of request to offer the Bachelor of Science in Game Development. Page 7.

    c. Redlands Community College. Approval of request to offer the Associate in Applied Science in Sustainable Agriculture and the Certificate in Viticulture and Enology. Page 11.

11. **Program Deletion.** Approval of institutional request for program deletions. Page 17.

12. **Cooperative Alliances**. Approval of cooperative alliance agreements. Page 19. (Supplement)

13. **Student Transfer.** Acceptance of Faculty Transfer Curriculum Matrices for the 2006-07 academic year. Page 23.

14.   **Academic Efficiencies.** Acceptance of Report on projects and efforts related to the Academic Efficiencies Initiative. Page 27.

15.   **EPAS.** Presentation of pilot project designed to infuse EPAS understanding and usage into low performing school districts in Oklahoma. Page 29.

15.1   **Oklahoma Tuition Equalization Grant Program.** Reallocation of Unused Funds to Eligible Institutions. Page 32.1.

FISCAL

16.   **E&G Budget.**

    a.   Approval of allocation of Cigarette and Tobacco Tax Revenue to OUHSC and OSCHS. Page 33.

    b.   Approval of Motor Fuel Assessment allocation to OU and OSU. Page 35.

17.   **Tuition and Fees.**

    a.   Posting of FY07 Institutional Changes to Academic Service Fees and Peer Limits on Tuition and Mandatory Fees. Page 37.

    b.   Posting of Notice of Public Hearing on Tuition and Fees. Page 41.

18.   **Endowed Chairs**. Approval of Matching Funds for FY06. Page 43.

19.   **EPSCoR.** Approval of matching funds for the Department of Energy. 51.

20.   **Policy.**

    a.   Approval to adopt APA rule change for Administrative Operations – Purchasing. Page 53.

    b.   Approval to adopt APA rule change for Chancellor's Scholars program. Page 63.

21.   **Concurrent Enrollment Tuition Waivers.** Approve the revisions to the tuition policy regarding tuition waivers for concurrently enrolled high school seniors. Page 65.

EXECUTIVE

22.   **Cimarron Broadband Projects.** Authorization to fulfill the directive from the U.S. Department of Education. Page 71.

22.1   **Resolution.** Approval of resolution concerning TABOR. Page 74.5.

23.   **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 75.

24.   **Executive Session.** Page 77.

    Possible vote to go into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(1), for discussing the employment, hiring, appointment, promotion, demotion, disciplining

or resignation of any individual salaried public officer or employee, and pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending investigations, claims or actions

Vote to return to open session.

CONSENT DOCKET

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

   a.   Programs. Program Modifications. Approval of institutional requests. Page 79.

   b.   Academic Nomenclature. Ratification of institutional request. Page 83.

   c.   Capital. Ratification of capital allotments. Page 85.

   d.   Agency Operations. Ratification of purchases of $25,000 and above. Page 87.

   e.   Non-academic Degrees. Ratification of posthumous degree for the University of Oklahoma. Page 89.

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

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

   a.   Academic Affairs and Social Justice and Student Services Committees

   b.   Budget and Audit Committee.

   c.   Strategic Planning and Personnel Committee.

   d.   Technology Committee.

   e.   Investment 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 9 a.m. on Thursday, April 27, 2006 at the State Regents' Office**

30.   **Adjournment.**

26.   **Reports.**

    a.   Programs. Status report on program requests. Page 91.

    b.   Annual Reports.

        (1)   Eighth Annual Teacher Education Report. Page 99.

        (2)   Teacher Education Program Admission Study 2004-05. Page 115. (Supplement)

        (3)   Resident and Nonresident Tuition Waiver Report, 2004-2005. Page 117. (Supplement)

AGENDA ITEM # 10-a:

New Programs.

SUBJECT: University of Oklahoma (OU). Approval of request to offer the Doctor of Philosophy in Mass Communications.

RECOMMENDATION:

It is recommended that the State Regents approve University of Oklahoma's request to offer the Doctor of Philosophy in Mass Communications with the stipulation that continuation of the programs beyond fall 2010 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of 11 students in fall 2009 and graduate a minimum of two students in 2009-2010.

BACKGROUND:

Academic Plan

OU's 2005 Academic Plan lists the following institutional priorities:

- Improve graduation rates;
- Strategically select/grow research areas wherein Norman Campus has unique national niche; targeted areas allocated additional faculty lines/other support to insure growth;
- Recruit/retain/selectively grow faculty resources;
- Continue/stabilize capabilities to provide training for region/country, and alternative avenues for nontraditional students to obtain college degrees through College of Continuing Education (CCE); maintain level of research expenditures being generated through CCE; and
- Streamline centralized services through updated technology and continue embedding best practices of technology within curriculum across all academic disciplines.

APRA Implementation

Since 1991-92, OU has deleted 73 degree and/or certificate programs while adding 32 degree and/or certificate programs.

Program Review

OU offers 238 degree programs (105 baccalaureates, 79 masters, 50 doctorates, and four certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OU aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents' policy.

Program Development Process

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

POLICY ISSUES:

This action is consistent with the State Regents' *"Policy Statement on Program Approval."*

ANALYSIS:

Doctor of Philosophy in Mass Communications

Program purpose.   The proposed program will offer students the opportunity to master advanced concepts and practices in mass communications and prepare for university-level research and teaching across a variety of areas.

Program rationale/background.   The Gaylord College of Journalism and Mass Communications has a stated mission to offer a sound, theory-grounded approach to the study of mass communications, and provide the necessary flexibility for students to pursue a wide variety of career goals and research interests. The breadth of the curriculum allows students to tailor their graduate education to their own professional and academic needs and objectives. Master's study in the college has long provided a program built around a strong conceptual core that enables students to prepare for media careers or to pursue doctoral-level study. The proposed doctoral degree will continue this tradition in the College and allow students to examine more deeply the theories that underlie mass communications practice.

Employment opportunities.   OU reports a continuous growth in the number of position openings advertised for doctoral-prepared faculty through the Association of Journalism and Mass Communications. From 2001 to 2003, an average of 75 positions was listed each year for professionals with this level of preparation. The external evaluators validated the demand for doctoral-prepared individuals as well (see External Review below). In addition, the field of communications is also working to diversify its faculty. OU indicates one of its strengths for enhanced employability of graduates is its location in Oklahoma with geographical and physical access to communities of color, access to women students, and alignment with initiatives, such as the McNair Scholars Program at OU for minority students. OU is confident graduates of the proposed program will have ample employment and research opportunities following graduation.

Student demand. The program is expected to enroll a minimum of 11 majors in fall 2009 and graduate a minimum of two students in 2009-10.

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

For these reasons, two external reviewers, Dr. Jerry C. Hudson and Dr. Esther Thorson, conducted a "paper" review (i.e., no site visit) of the proposed programs. Dr. Hudson is Dean and Professor in the College of Mass Communications at Texas Tech University in Lubbock, Texas and Dr. Thorson is Professor and Associate Dean for Research and Graduate Studies in the School of Journalism at the University of Missouri-Columbia in Columbia, Missouri. Both reviewers have extensive experience in the academic preparation of mass communications, as well as knowledge of the quality standards required for successful doctoral programs in mass communications.

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

The team's overall evaluation included the following findings:
1) Strengths of the proposed program:
- The proposed program is central to the mission of the University of Oklahoma, which emphasizes teaching, research and service in training graduates for a variety of careers in the State of Oklahoma.
- The proposed program identifies opportunities for research collaborations with other academic programs on the University of Oklahoma campus.
- With a modified curriculum, the proposed program could be distinctly different from the Doctor in Education program in communications/education at Oklahoma State University and the Doctor of Philosophy in Communication at OU.
- There is a strong demand, both locally and nationally, for graduates with a doctoral degree and expertise in areas of mass communications.
- The College has excellent facilities. The Gaylord College occupies an impressive new building – Gaylord Hall – with a wide array of technology supporting research and classroom instruction.
- Graduate students may utilize two excellent library resources – the University's Bizzell Memorial Library and the Gaylord Library located in the new Gaylord Hall.
- The College has hired several new faculty members with impressive credentials. Within the next three years, they will begin to make significant contributions to the graduate program.
2) Support for the proposed program recommended if the following issues are addressed:
- Secure adequate funding for the doctoral program that will not take resources from the master's or baccalaureate programs.
- Secure additional funding for recruiting graduate students and for providing adequate travel funds for doctoral students to attend national conferences to present their research.
- Develop a curriculum that does not integrate applied courses with either the master's or baccalaureate programs.
- Expand the inventory of courses for doctoral students only. If the College desires to accredit the master's program, include more courses for doctoral students that focus on theory and research.
- Assign only faculty members who hold a doctoral degree to teach doctoral level courses.

OU and the Gaylord College of Journalism and Mass Communications have responded to the issues above and made assurances that all recommendations have been addressed, either through clarification of the institution's intentions and funding, or through revisions to the proposed program.

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

Curriculum. Requirements for the degree total a minimum of 90 hours of master's and doctoral coursework. Of these 90 credit hours, 61 credit hours will be a combination of coursework and dissertation research and the remaining 29 credit hours will come from a combination of additional electives, transfer credit, or both (Attachment A). Concentration areas will include a) News and Information, b) Strategic Communications, and c) Media Arts. No new courses will be added.

Faculty and staff. Existing faculty in journalism and communications will teach the proposed curriculum, so no additional faculty resources are requested. The external evaluators also commented on the impressive credentials of faculty for the proposed program.

Support services. Facilities, library resources, and equipment are adequate. The external evaluators validated the excellent facilities available to the program at OU (see External Review above). No additional support services are requested.

Financing. OU has support from the Ethics and Excellence in Journalism Foundation for the program. No additional funds are requested to support the proposed program.

Attachment

UNIVERSITY OF OKLAHOMA
DOCTOR OF PHILOSOPHY IN MASS COMMUNICATIONS

Core Coursework and Dissertation Research		*61 Credit Hours*
JMC 5093	Introduction to Research Methods	3
#JMC 5073	Conceptual Issues in Graduate Study in Journalism and Mass Communication	3
#JMC 6133	Advanced Quantitative Research Methods	3
#JMC 6113	Advanced Qualitative Research Methods	3
#JMC 6083	Advanced Mass Communications Theory	3
JMC 6183	Approaches to Teaching	3
JMC 6091	PHD Seminar (1 credit per semester; minimum 4 credit hours)	4
JMC 6980	Dissertation	12
Additional research methods course or graduate-level statistics		3
Concentration Areas: To be selected with the advisor to include one of the following areas and take Advanced Topics in that area at least three times for a total of 9 credit hours: JMC 6153 Advanced Topics in Media Arts JMC 6163 Advanced Topics in News and Information JMC 6173 Advanced Topics in Strategic Communication		9
Secondary Areas: To be selected with the advisor to include a total of 15 credit hours from outside the Gaylord College.		15
Remaining Hours		*29 Credit Hours*
To be selected with the advisor from a combination of additional Elective courses taken during the students doctoral study at OU, transfer credit, or both.		
DEGREE PROGRAM TOTAL		**90 Credit Hours**

#If content of these courses was taken at the master's level, graduate elective courses may substitute with approval by the student's advisory committee.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 23, 2006

AGENDA ITEM # 10-b:

New Programs.

SUBJECT: Rogers State University (RSU). Approval of request to offer the Bachelor of Science in Game Development.

RECOMMENDATION:

It is recommended that the State Regents approve Rogers State University's request to offer the Bachelor of Science in Game Development, with the stipulation that continuation of the program beyond fall 2011 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of 20 students in fall 2010 and graduate a minimum of nine students in 2010-2011.

BACKGROUND:

Academic Plan

RSU's 2005 Academic Plan lists the following institutional priorities:

- Higher Learning Commission Site Visit: complete thorough self-study to highlight significant strengths/opportunity for improvement;
- Bartlesville Campus: RSU leadership works closely with community leaders in Bartlesville to identify specific academic needs of site; and
- Academic Task Force: develop honors program curriculum, presidential leadership program, Washington D.C.-based internship program.

APRA Implementation

Since 1991-92, RSU has deleted 71 degree and/or certificate programs while adding 20 degree and/or certificate programs.

Program Review

RSU offers 26 degree programs (eight baccalaureates, 14 associates, and four associate in applied science), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, RSU 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

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

POLICY ISSUES:

This action is consistent with the State Regents' *"Policy Statement on Program Approval."*

ANALYSIS:

Bachelor of Science in Game Development

Program purpose. The proposed program will prepare students in mathematics, software development, graphic arts, and creative writing for opportunities in the animated and virtual game development. Upon completion of the program, the student will be capable of utilizing current software to produce high-quality virtual players for animated games, write stories and construct story boards for games, and create and implement computer environments providing large-scale immersive game experiences.

Program rationale/background. The proposed degree program was developed and presented to the Business Information Technology Advisory Committee at RSU in fall 2005. The committee members were enthusiastic about the program and provided suggestions for improvement for the proposal. The key goal of the program is to establish economic development positioning for Oklahoma in a dynamic and emerging market. The proposed program is also consistent with RSU's Innovation Center that appeals to and encourages entrepreneurial initiatives.

Employment opportunities. Graduates may be employed in the areas of game development, as well as in industries involving simulation. The advisory committee anticipates employment opportunities in Oklahoma and RSU continues to have discussions with representatives of the gaming industry about partnering opportunities. RSU is confident graduates of the proposed program will have adequate employment opportunities.

Student demand. The new program is expected to enroll a minimum of 20 majors in fall 2010 and graduate a minimum of nine students in 2010-11.

Duplication/Impact on existing programs. There are no similar programs offered in the State System, so approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 124 total credit hours from the following areas (Attachment A): general education courses (42 credit hours), major core courses (70 credit hours), and general electives (12 credit hours). Sixteen new courses will be added with the proposed program and are on Attachment A. In addition to the curricular requirements, RSU will require an ACT score of 25 or better (or equivalent SAT score) with no score lower than 25 (or SAT equivalent) and a high school or transfer grade point average of 3.0 or higher for program admission.

Faculty and staff. RSU indicates the faculty will reflect the interdisciplinary nature of the curriculum and the curriculum will come from current faculty members across the institution. RSU also indicates that an unfilled faculty position as the John W. Norman Endowed Chair in Information Technology will be used to support the proposed program.

Support services. Facilities and equipment are adequate, although RSU indicates an advanced game development computer laboratory will be required and funded through its capital equipment process. Library resources for the proposed program will be supplemented as a priority in the Applied Technology Department's library budget.

Financing. RSU indicates the program will operate under current funding for the Department of Applied Technology. No additional funding is requested for the proposed program.
Attachment

ROGERS STATE UNIVERSITY
BACHELOR OF SCIENCE IN GAME DEVELOPMENT

Degree Requirements	Credit Hours
General Education	*42*
Major Courses	*70*
Art Courses	
ART 1003 Art Foundation I	3
*ART 1213 Digital Foundations	3
*ART 2553 Digital 3D Foundations	3
*ART 3553 Digital 3D Studio	3
*ART 4433 Sequential Art	3
Computer Science Courses	
CS 2223 Programming I	3
CS 2323 Programming II	3
CS 3333 Object Oriented Technology	3
CS 3413 Systems Analysis	3
*CS 3573 Operating Systems	3
CS 3623 Human-Computer Interface	3
*CS 3363 Data Structures	3
*CS 3733 Computer Graphics Programming	3
*CS 3753 Introduction to Modeling and Simulation	3
*CS 3813 Game Programming I	3
*CS 3823 Game Programming II	3
*CS 4403 Game Development Seminar	3
*CS 4504 Capstone	4
Support Courses	
IT 3723 Computer Architecture	3
*ENGL 3033 Creative Writing for Game Design	3
*MATH 3433 or CS 3433 Discrete Mathematics	3
*MATH 3523 Linear Algebra	3
*PHYS 3113 Physics for Gaming	3
Elective Courses	*12*

Total Credit Hours: **124**

*Asterisks denote new courses.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 23, 2006

AGENDA ITEM # 10-c:

> **New Programs.**

SUBJECT: Redlands Community College (RCC). Approval of request to offer the Associate in Applied Science in Sustainable Agriculture and the Certificate in Viticulture and Enology.

RECOMMENDATION:

> **It is recommended that the State Regents approve RCC's request to offer the Associate in Applied Science in Sustainable Agriculture, including options in Viticulture and Enology, and the Certificate in Viticulture and Enology with the stipulations that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below**
>
> - **Associate in Applied Science in Sustainable Agriculture.** Continuation beyond fall 2009 will depend upon:
>> Majors enrolled: a minimum of 25 students in fall 2008
>> Graduates: a minimum of 5 students in 2008-09
> - **Certificate in Viticulture and Enology.** Continuation beyond fall 2009 will depend upon:
>> Majors enrolled: a minimum of 8 students in fall 2008
>> Graduates: a minimum of 8 students in 2008-09

BACKGROUND:

Academic Plan

RCC's 2005 Academic Plan lists the following institutional priorities:

- Primary planning document supporting institution's mission/institutional goals/provides specific strategies to achieve goals over next five years;
- Effective implementation of plan ensures compatibility of institution's established goals with its resources;
- Plan provides direction for college leadership to progress in orderly manner, rather than by reaction to multiple external influences;
- This approach helps ensure optimum effectiveness/productivity;
- Institutional goals: enhance overall institution through planning/decision making processes supported by collecting/using relevant data/cost-effective fiscal operations/internal instructional/management review processes/improved physical facilities to enhance student learning;
- Increase/enhance institutional capacity to serve unique educational/personal/career needs of all student/community/business constituents served by college;
- Increase institutional capacity to provide relevant/technologically advanced instructional support resources/equipment/facilities to enhance student learning/business/industry training/economic development;

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- Develop/maintain faculty/staff/administrative competencies in new instructional/management technologies;
- Seek additional/alternative sources of revenue to provide more consistent funding for institution;
- Continue to develop/monitor/maintain assessment process to ensure data utilized to enhance student learning/instructional effectiveness; and
- Established internship opportunities with Title III grant in agriculture "value added marketing" component.

APRA Implementation

Since 1991-92, RCC has deleted 42 degree and/or certificate programs while adding 10 degree and/or certificate programs.

Program Review

RCC offers 30 degree programs (16 associates, 9 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, RCC 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

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

POLICY ISSUES:

This action is consistent with the State Regents' *"Policy Statement on Program Approval."*

ANALYSIS:

Associate in Applied Science in Sustainable Agriculture
Certificate in Viticulture and Enology

Program purpose. The proposed program and certificate will prepare students for work in the grape and wine industry.

Program rationale/background. The proposed degree program and certificate have been developed in response to a growing agricultural need for expertise in viticulture and enology. Viticulture is the cultivation or growing of grapes, ensuring environmentally sound growing practices and attention to the scientific approach to modern agriculture. Enology is the scientific approach to making wine, focusing on the chemistry, technology, and cellar operations required of licensed wineries. In 2004, RCC responded to the needs of growers and vintners by creating the "Viticulture and Enology Project" to assist the industry with training and service. Over 40 vineyards and wineries have participated in RCC's offerings. In 2005, RCC joined the Viticulture and Enology Science and Technology Alliance (VESTA), which is a National Science Foundation (NSF) sponsored alliance, designed to share curriculum development, expert faculty, and hands-on workshops in Missouri, Illinois, Iowa, and Oklahoma. Through VESTA, RCC has expedited curriculum development, and if approved, could offer the NSF-sponsored curriculum designed to articulate into bachelor of applied science programs with other VESTA partners.

Employment opportunities. Graduates will be employed by grape-related businesses. A survey of the Lincoln County Grape Growers Association indicated over 20 students from this area alone. This survey also found that those interested in the proposed program hold baccalaureate or graduate degrees and will use program to pursue a new venture. RCC is confident its students will also have no difficulties finding or creating employment.

Student demand. The new degree program is expected to enroll a minimum of 25 majors in fall 2008 and graduate a minimum of 5 students in 2008-09. The new certificate program is expected to enroll a minimum of 8 majors in fall 2008 and graduate a minimum of 8 students in 2008-09.

Duplication/Impact on existing programs. There are no similar programs offered in the State System, so approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program will consist of 61-62 total credit hours from the following areas (Attachment A): general education courses (24-27 credit hours) and major core courses (34-38 credit hours). The course requirements include practicum experiences (136 clock hours) as a program requirement. One new course will be added with the proposed program and is asterisked. RCC has been offering the other courses since 2004 through its "Viticulture and Enology Project and its VESTA alliance. The proposed certificate program will consist of 15 total credit hours (Attachment B).

Faculty and staff. Through the VESTA alliance, faculty members are shared among member institutions and include doctorate-prepared faculty from California State University in Fresno, Shawnee Community College in Kansas, and Iowa State University. RCC will use adjunct faculty qualified in viticulture and chemistry for courses originating from the RCC campus, as well as for supervision of student experiences at practicum sites around Oklahoma.

Support services. Facilities and equipment are adequate. Library resources will be supplemented with the completion of the new Agriculture Library at the Darlington Applied Research Center on the RCC campus. The University of California-Davis and the Paul Evans Library of Fruit Science at Missouri State University have also made arrangements to share quality reference materials for students in the RCC program.

Financing. RCC indicates the program will operate under the "Programs of Excellence" grant awarded to RCC by the State Regents. No additional funding is requested for the proposed program.

Attachments

REDLANDS COMMUNITY COLLEGE
ASSOCIATE IN APPLIED SCIENCE IN SUSTAINABLE AGRICULTURE

Degree Requirements		Credit Hours
General Education		*24-27*
Major Courses		*34-38*
AGRN 1124	Introduction to Soil Science	4
BOT 1114	Botany with Lab	4
CHEM 1215	General Chemistry	5
CMSC 1223	Business Applications Software	3
*VIN 2962	Vineyard and Winery Marketing	2
Viticulture (16 credit hours from the following)		
VIN 1113	Vineyard Establishment and Maintenance	3
VIN 1133	Spring Viticulture Technology	3
VIN 1153	Summer Viticulture Technology	3
VIN 2112	Integrated Pest Management	2
VIN 2132	Midwest Vineyard Management	2
AGEC 2113	Farm and Ranch Management	3
Enology (20 credit hours from the following)		
VIN 1462	Introduction to Enology	2
VIN 1482	Cellar Sanitation and Maintenance	2
VIN 1602	Cellar Equipment Operations	2
VIN 2462	Intermediate Enology	2
VIN 2573	Fall Winery Technology	3
VIN 2593	Winter Winery Technology	3
VIN 2663	Sensory Evaluation	3
VIN 2683	Wine and Must Analysis	3

Total Credit Hours: **61-62**

*Asterisk denotes new course.

REDLANDS COMMUNITY COLLEGE
CERTIFICATE IN VITICULTURE AND ENOLOGY

Degree Requirements		Credit Hours
Required Courses		*15*
VIN 1113	Vineyard Establishment and Maintenance	3
VIN 1133	Spring Viticulture Technology	3
VIN 1462	Introduction to Enology	2
VIN 2112	Integrated Pest Management	2
VIN 2462	Intermediate Enology	2
VIN 2683	Wine and Must Analysis	3

Total Credit Hours: **15**

AGENDA ITEM # 11:

Program Deletion.

SUBJECT: Approval of institutional request.

RECOMMENDATION:

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

BACKGROUND:

Southwestern Oklahoma State University (SWOSU) requests authorization to delete the Associate in Applied Science in Childhood Development and Education (144).

POLICY ISSUES:

This action is consistent with the State Regents' *"Policy Statement on Program Approval"* and *"Policy Statement on Program Review."*

ANALYSIS:

SWOSU requests deletion of the Associate in Applied Science in Childhood Development and Education (144). SWOSU reports that most childcare workers are only required to obtain their CDA credential, and even if encouraged to earn a degree it is not necessary for it do be in Childhood Development. Head Start employees in the area are encouraged to obtain an associate in science. If they continue their education to earn a bachelor's degree they, can teach and pursue other options. Therefore, as this degree is not a requirement there has been no demand. No students remain in the program and there are no funds available for reallocation.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

AGENDA ITEM # 12:

> **Cooperative Alliances.**

SUBJECT: Approval of 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 with an exception to policy cooperative alliance agreements between Northern Oklahoma College and Chisholm Trail Technology Center and between Northern Oklahoma College and Pioneer Technology Center.**

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 Associate in Applied Science (AAS) degree or college-level certificate and subsequent employment in occupational and technical fields. Currently, 346 cooperative agreements involving 123 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 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 cooperative agreement programs.

In March 2005, the State Regents approved the three pilot sites to begin enrolling students in Fall 2005 and approved an exception for concurrent enrollment in the "*Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System*" for high school students enrolling in technical programs and courses. The policy exception allows 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, if s/he meets the requirements set forth below, to be admitted to a college or university in the Oklahoma State System of Higher Education that offers technical AAS and certificate programs and to enroll in technical courses only. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

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

For Fall 2005, the ACT score requirement was 19 and the ACT PLAN score requirement was 15. 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.

In December 2005, the State Regents approved three cooperative alliances and, in February 2006, approved ten additional cooperative alliances. The same policy exception for concurrent enrollment was approved also. The following table lists the technology centers that have approved agreements with higher education institutions.

Technology Center	Higher Education Partner
Autry Technology Center	Northern Oklahoma College
Caddo Kiowa Technology Center	Redlands Community College
Canadian Valley Technology Center	Redlands Community College
Central Tech, Drumright	OSUTB-OKM
Francis Tuttle Technology Center	Oklahoma City Community College
Gordon Cooper Technology Center	Seminole State College
Great Plains Technology Center	Western Oklahoma State College
Green Country Technology Center	OSUTB-OKM
Indian Capital Technology Center	Connors State College
Metro Technology Center	OSU-OKC
Mid-America Technology Center	Oklahoma City Community College
Moore-Norman Technology Center	Oklahoma City Community College
Pontotoc Technology Center	Murray State College
Southern Technology Center	Murray State College
Southwest Technology Center	Western Oklahoma State College
Tulsa Technology Center	Tulsa Community College

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.*" Institutions will be required to adhere to these policies and the exception approved by the State Regents.

ANALYSIS:

Northern Oklahoma College has submitted Cooperative Alliance Agreements with two technology centers for State Regents' approval. These agreements have been approved by the respective institution and center governing boards. The agreements approved by their boards acknowledge the State Regents' concurrent student admission exception for high school students.

The information contained in the agreements is consistent with the goals and requirements of the cooperative alliance initiative as developed by the pilot sites, including Northern Oklahoma College, approved in March 2005. Students taught at the partnering technology centers will begin enrolling in Fall 2006.

Information regarding the operation of the pilot sites continues to inform discussions statewide. State Regents and CareerTech staffs are assisting sites with marketing and sharing of forms. These agreements acknowledge that high school students will not be charged tuition for the courses taught by the technology center. Whether high school students will be charged a fee for transcripting college courses, as was included in cooperative agreements in the past, will be determined statewide by the State Regents when sufficient information has been collected and analyzed.

Cooperative Alliance Agreements and Cooperative Program Agreements 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 requested Cooperative Alliance Agreements and the accompanying policy exception for Fall 2006 is requested. With approval of these Cooperative Alliance Agreements, 18 of 29 technology centers will be participating with 10 community colleges in this initiative.

AGENDA ITEM # 13:

Student Transfer.

SUBJECT: Acceptance of Course Equivalency Matrix.

RECOMMENDATION:

> **It is recommended that the State Regents accept the system faculty's 2006-07 Course Equivalency Matrix.**

BACKGROUND:

The State Regents' report to the 1996 Legislature, *Facilitating Student Transfer: A Comprehensive Action Plan*, presented a multifaceted plan to improve student transfer. Its four parts included: 1) creating working faculty transfer curriculum committees; 2) proposing the development of a systemwide electronic course transfer guide; 3) emphasizing academic advising; and 4) organizing an evaluation process to monitor transfer students' success. In December 1997, the State Regents submitted a second progress report on student transfer issues to the Legislature. Its focus was the Course Equivalency Project—the implementation phase of the *Comprehensive Action Plan*.

The Course Equivalency Project (CEP) operates on an annual cycle. In late spring, the Council on Instruction (COI) determines which faculty committees meet in the fall; not all committees meet every year. Presidents annually nominate faculty to the selected curriculum committees during the summer. Each fall, up to 500 faculty representing the entire State System meet by discipline to update curricula and establish new course equivalencies. Faculty committee reports are completed in November. Courses can also be added to course equivalency disciplines that have no faculty meeting in the fall, but the additions are subject to faculty review on respective campuses before being entered into the course equivalency matrices. Academic vice presidents update the course equivalency information twice each year in August and December. In December, the COI approves the faculty's course equivalency recommendations. The State Regents approve the matrix each spring. The matrix is then distributed to institutions in the spring. Concurrently, the State Regents' web site is updated to include the latest equivalency information. The information is accessible electronically at http://www.okhighered.org/student-center/transfer-stdnts/course-transfer.shtml.

Course equivalency is defined as follows: Course "A" is equivalent to course "B" if and only if course "A" satisfies all program requirements that course "B" satisfies—serving exactly the same purpose with respect to content delivery, general education, or program degree requirements. Courses contained within a single equivalency group, or common grouping of courses (e.g., English Composition I), are guaranteed to transfer among institutions that sponsor courses in that group.

From fall 1995 through fall 2005, dedicated faculty serving on Faculty Transfer Curriculum Committees consistently generated course equivalencies for this project.   The faculty's course equivalency reports represent the heart of the student transfer effort. The course equivalency matrix reinforces student access to the three-tiered higher education system and helps shorten the time it takes students to obtain a degree.

The CEP received the Governor's Commendation Award in 1999 for demonstrating innovation and efficiency.

Last year, State Regents' staff asked institutions to provide a total count of the courses offered at the institution by level. It was shown that 49 percent of the system's lower division courses appear on the matrix.

POLICY ISSUES:

The State Regents' *"Policy Statement on Undergraduate Degree Requirements and Articulation"* provides standards for the articulation of course work between and among State System institutions. The course equivalency matrix provides information that facilitates institutions' compliance with policy guidelines.

ANALYSIS:

The following table illustrates the growing number of course equivalencies that faculty have established since the first meetings in 1995.

Year	Disciplines	Course Groupings	Courses
1996-97	16	Not available	1,594
1997-98	22	Not available	2,875
1998-99	25	221	3,690
1999-2000	30	372	4,187
2000-01	32	394	4,399
2001-02	32	387	4,531
2002-03	32	427	4,926
2003-04	33	485	5,343
2004-05	36	540	6,423
2005-06	39	563	6,668
2006-07	39	570	7,030

The following chart provides the totals for the current matrix.

Total Number of Courses and Semester Credit Hours with Established Equivalencies (2006-07)	
Total Number of Discipline Groups	39
Total Number of Course Equivalency Groups	570
Total Number of Courses	7,030
Approximate Total Semester Credit Hours	21,090

Attachment A is a bar graph summarizing the performance of individual disciplines for the duration of the course equivalency matrix. Additionally, nine private/independent institutions participate in the faculty meetings and have included a total of 312 courses listed on the matrix for 2006-07.

Other positive features of the CEP are listed below.

❑ It facilitates articulation of curriculum development as faculty design new courses to meet articulation guidelines and course content descriptions.

❑ A tracking system permits registrars to recognize the course changes, deletions, and additions made to the course equivalency matrices from year to year.

❑ A course coding identification project allows State Regents' staff to monitor students' use of the courses contained in the course equivalency matrix.

❑ The State Regents maintain a student transfer hotline (800-583-5883) to help students with transfer problems within the State System.

Other State Regents' initiatives related to course transfer include:

❑ The development of a similar matrix of institutions' program articulation agreements is in progress.

❑ Staff are currently exploring ways to make the course equivalency matrix more user-friendly with online search and compare options.

❑ Faculty were asked in fall 2003 to begin discussion on ways to facilitate the transfer of blocks of courses within programs among institutions.

❑ This spring higher education and career technology center faculty will begin work on course equivalencies for technology center courses offered as part of cooperative agreements between higher education and technology centers.
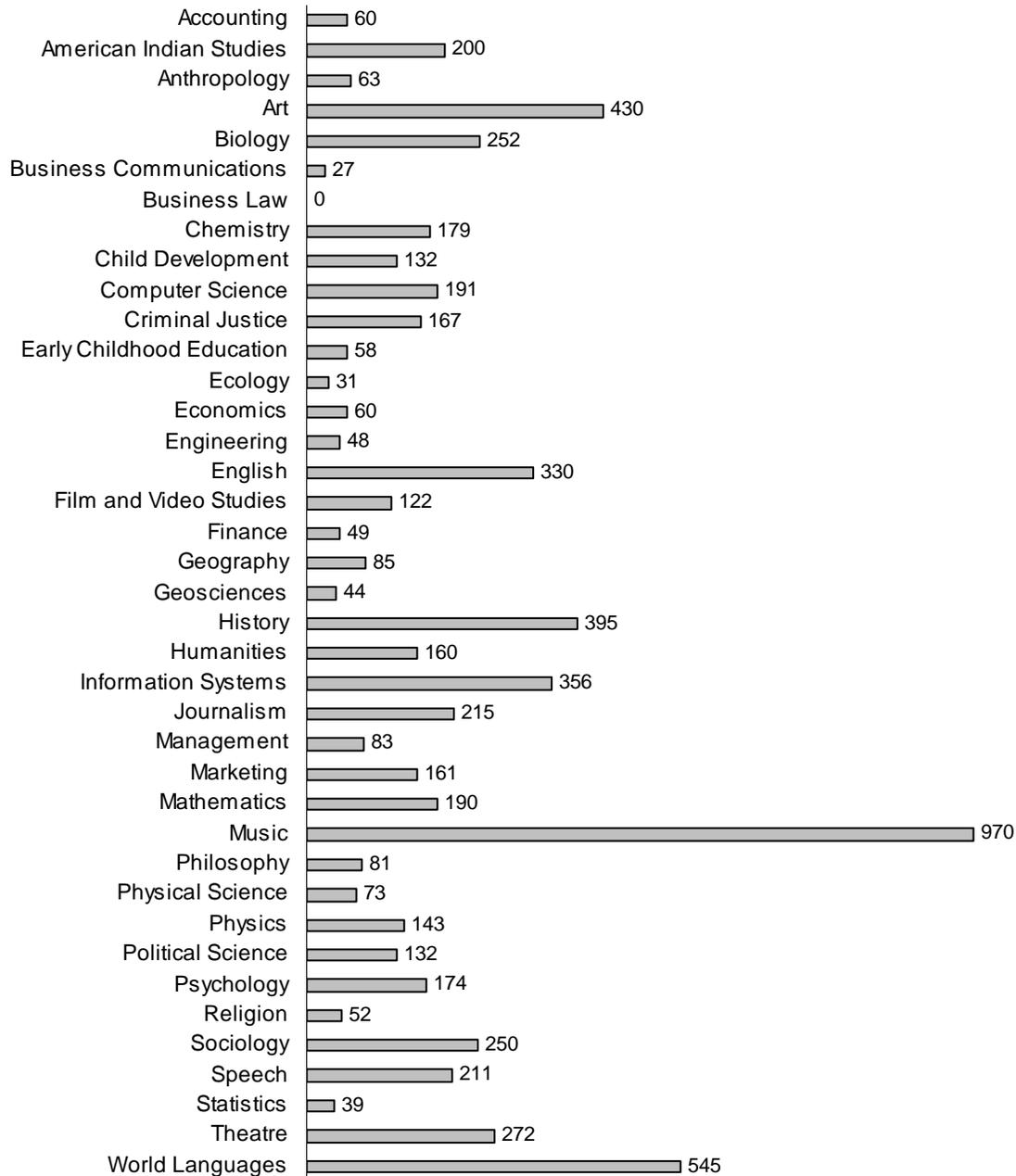
The 2006-07 faculty course equivalency information (matrices and course content descriptions) is provided as a supplement to this item. The COI approved the 2006-07 course equivalency matrix on March 9, 2006. It is recommended that the State Regents accept this edition of the course equivalency matrix.

Attachments

Supplement available upon request

SUMMARY OF FACULTY TRANSFER CURRICULUM COMMITTEES
2006-07

Total Courses Per Discipline With Established Equivalencies

Discipline	Total
Accounting	60
American Indian Studies	200
Anthropology	63
Art	430
Biology	252
Business Communications	27
Business Law	0
Chemistry	179
Child Development	132
Computer Science	191
Criminal Justice	167
Early Childhood Education	58
Ecology	31
Economics	60
Engineering	48
English	330
Film and Video Studies	122
Finance	49
Geography	85
Geosciences	44
History	395
Humanities	160
Information Systems	356
Journalism	215
Management	83
Marketing	161
Mathematics	190
Music	970
Philosophy	81
Physical Science	73
Physics	143
Political Science	132
Psychology	174
Religion	52
Sociology	250
Speech	211
Statistics	39
Theatre	272
World Languages	545

Note: The Business Law faculty group has met, but not established equivalency groups.

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AGENDA ITEM # 14:

Academic Efficiencies.

SUBJECT: Report on projects and efforts related to the Academic Efficiency Initiative.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

In March 2003, the members of the Council on Instruction, the chief academic officers from state system institutions, were invited by Chancellor Risser and Interim Vice Chancellor Moss to discuss a potential project that would engage faculty members in selected disciplines to explore collaborative approaches to lower instructional costs while maintaining or improving the quality of learning. The project was placed on the agenda for consideration and discussion at their meeting in April 2003, and at that time the council agreed to proceed with planning of the Academic Efficiencies project, and created a committee to provide oversight and coordination.

POLICY ISSUES:

The State Regents' *Work Plan and Indicators of Progress 2003-2004* focused on four strategic goals - High Quality, Differentiation, Efficiency, and Seamless Education. The Academic Efficiency effort was designed to promote the goals related to quality and efficiency.   Further, the initiative is aligned with the State Regents' continuing interests in promoting collaborative approaches to achieve quality and efficiency. The related tools and processes that are being identified and adopted will be integrated into other priority projects that are part of the State Regents' *Public Agenda for Higher Education*, including the Adult Degree Completion Program, Cooperative Alliances, Research, and Economic Development.

ANALYSIS:

The premise of the project has been that by working together, faculty from Oklahoma institutions can provide higher-quality learning experiences in more cost-effective ways. This premise has been acted upon in previous projects sponsored by the State Regents, such as the Faculty Cooperative Curriculum Development project in 1998 and more recently, the Multimedia Educational Resource for Learning and Online Teaching (MERLOT). At the general education level, the State Regents have also provided additional avenues for faculty cooperation through the Course Equivalency Project (CEP).

By building on previous work and taking advantage of existing tools and processes with a more specific focus and defined outcomes, toolkits of teaching processes/materials for voluntary use by faculty across Oklahoma colleges and universities would be created.

Faculty members in selected disciplines (mathematics and ecology) met for a two-day workshop in February 2004 in Oklahoma City. Presenters included Dr. Carolyn Jarmon, Associate Director of the Center for Academic Transformation; Dr. Gerry Hanley, Executive Director of MERLOT; and four faculty members from other states. The initial meeting outlined the goals of the project and began the

work in those two disciplines. The strategies that have been encouraged and adopted have been course redesign and learning modules. In course redesign, instructional approaches using technology are implemented to help achieve cost savings as well as quality enhancements. Redesign projects focus on large-enrollment, introductory courses, which have the potential of impacting significant student numbers and generating substantial cost savings. Use of learning modules and smaller learning objects (simulations, multimedia) allow the efficient sharing of high-quality materials within existing courses and programs. The associated collaborative tools help faculty members make better use of their time both inside and outside of class.

Campus teams from the University of Central Oklahoma, Rogers State University, and Oklahoma City Community College participated in a regional workshop on Course Redesign held in Phoenix, Arizona in March, 2005. Additionally, faculty and staff from the University of Oklahoma, Oklahoma State University, Cameron University, and Northeastern State University participated in the 2005 MERLOT International Conference in Nashville, Tennessee in July.

Mathematics faculty have been engaged in gathering information related to college-level algebra, including information related to course objectives, textbooks, software, and sharing best practices. The course redesign strategies have been of particular interest, with a number of campuses initiating pilot efforts in mathematics course offerings that use the redesign principles – effective use of technology, reducing seat time requirements, and more active learning strategies. The courses include both college-level and remedial mathematics.

Ecology faculty have concentrated on sharing of data, field trip information and resources, web-based learning materials, and creation of a learning community of ecology and environmental science faculty. The collaborative sharing of resources through MERLOT has been particularly helpful – identifying high-quality learning resources, sharing of assignments and related materials, and leveraging the work done by colleagues across the system.

Faculty in the above disciplines are continuing their work, integrating innovative practices into teaching and learning on their individual campuses while exploring opportunities for implementation across the system. The Adult Degree Completion program will also utilize many of the resources and tools that have been identified in the project, through the design and delivery of the course offerings that will be shared among participating campuses. Discussions among participants in the Cooperative Alliances have also indicated a need for tools to promote sharing of documents, learning materials, and related resources. The collaborative tools and processes of MERLOT will be utilized to promote sharing of ideas and resources. Additionally, both projects have identified needs for a content management system or learning object repository that could be shared across the system. Planning for such a system will continue with faculty, librarians, and campus representatives.

AGENDA ITEM # 15:

> **EPAS.**

SUBJECT: Project EPAS – A focused effort to improve ACT scores and remediation rates of school districts in counties which have consistently ranked in the lowest quartile in Oklahoma.

RECOMMENDATION:

> **This item is for information only.**

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (EPAS) as a student preparation initiative since 1993. EPAS was created as a social justice initiative to strengthen student academic preparation following State Regents' action to raise admissions standards in the 1990's. The Office of Student Preparation was created through reallocation of social justice resources in 2000. Intensive professional development is provided by Student Preparation staff members for more than 3000 Oklahoma educators each year.

POLICY ISSUES:

At the December 9, 2004 meeting, the State Regents approved the *2005 Policy Agenda for Higher Education*. Among the three factors that served as the basis for the public agenda was "Better prepared high school students are better prepared for college success." EPAS has proven to be an important tool in the State Regents' efforts to improve student success.

ANALYSIS:

Fourteen counties have ranked in the lowest quartile of Oklahoma's counties on the ACT for at least four of the last five years. Three of these counties have been selected for more focused attention by the Student Preparation staff. This effort is designed to improve ACT scores, improve the college-going rate and improve their students' readiness for postsecondary education and reduce remediation. Currently, thirty-seven percent of freshmen from Oklahoma high schools require remediation. Students who require remediation courses are less likely to graduate from college than those who do not require remediation.

The research on professional development indicates that training must be focused on curriculum, must be ongoing and must be designed specifically around the needs of the participating teachers' students. Although all Oklahoma teachers are required by statute to attend some professional development each year, many districts do not have the expertise or funds needed to provide research-based professional development.

The OSRHE Student Preparation Team, using best practices learned from a similar project by the Louisiana Board of Regents called EPAS Professional Development Initiative, will lead Project EPAS. The goal is to focus and facilitate educators' understanding of EPAS data as a tool to improve ACT scores, the college-going rate, students' readiness for postsecondary education and reduce remediation

rates of students from these schools. The attachment, "Advancing EPAS Implementation" outlines the professional development model for Project EPAS.

To get Project EPAS underway, a meeting will be held with the school district superintendents in each county to explain the benefits and responsibilities of participating in Project EPAS. Upon the superintendent's approval, a meeting will be scheduled with the school staff of each participating district to acquaint them with the benefits and responsibilities required of each participating teacher and administrator. Middle school and high school teachers will be invited to join their district team which will include at least one administrator and teachers from the core curriculum areas. Counselors will also be invited to participate.

As a part of school district responsibilities, district teams will be required to attend a four-day summer institute with a broad goal of developing professional learning communities as a means of institutionalizing the usage of EPAS resources and assessment data. At these institutes, the Student Preparation staff will assist teams with interpretation of their schools' test data as a way to improve teaching and learning in the classroom. Higher education faculty and other experts will be involved to facilitate collaborative groups in developing specific strategies and refining teaching practices.

Throughout the next year Student Preparation staff will assist participating districts through continuing professional development, site visitation, and other strategies as need is determined through continuing collaboration with the professional learning community.

As a way to encourage maximum participation, participants will be paid a stipend for their involvement in the summer event and other training activities not held during school contract hours. Necessary travel expenses and substitute pay during the school year will also be provided for all participants.

Advancing EPAS Implementation

Strands & Strategies	Initial Implementation	Intermediate Implementation	Advanced Implementation	Full Implementation
Curriculum/ Instruction **Characteristics**	School *EXPLORE & PLAN Profile Summary Reports* **are distributed to faculty and administrators** ----------------------- **Strengths and weaknesses of curriculum as revealed by *EPAS* results are acknowledged**	Sample test questions from *Connecting Test Results to Classroom Practice* are used by individual faculty members ----------------------- *Pathways for Transition* are considered by individual faculty members in planning instruction	**Components of *Standards for Transition Service Package* are used by content-area-vertical-teams** -------------------------- **_PLAN Item Analysis Reports_ and _Linkage Reports_ are used by faculty to review curriculum/instruction**	All appropriate *EPAS* materials and reports are in full use ------------------------ **Both *EPAS* & non-*EPAS* resources are used to make curriculum/ instruction decisions**
Strategies for Advancing Curriculum/ Instruction	**Implement Professional Development for Initial Stage**	**Implement Professional Development for Intermediate Stage**	**Create content-area-vertical-teams** -------------------------- **Implement Professional Development for Advanced Stage**	**Continuously evaluate curriculum/instruction** ------------------------ **-Incorporate non-*EPAS* resources to refine curriculum/instruction decisions**
Guidance **Characteristics**	**Individual *EXPLORE & PLAN Student Reports* raise questions and comments**	*Early Intervention Rosters* are distributed to faculty ----------------------------- Individual *Student Reports* are routinely used in educational and career planning ----------------------------- *DISCOVER* program used by middle and high school students	**Faculty is increasing effective use of *Early Intervention Rosters*** ----------------------------- **Teachers, parents and students are using individual *Student Reports* for educational and career planning**	*EPAS* results are consistently linked to student academic progress, career planning and student equity for all student subgroups
Strategies for Advancing Guidance	**Distribute individual *EXPLORE & PLAN Student Reports* to students**	**Conduct guidance meetings with students and parents individually or in small groups using *Student Reports*** ----------------------------- **Make individual student four-year plans based on *EXPLORE* results and update four-year plans based on *PLAN* results** ----------------------------- **Use *PLAN* results to be more inclusive in rigorous courses**	**Expand use of *Early Intervention Rosters*** --------------------------- **Encourage the use of *ACTive Prep*** --------------------------- Participate in *EPAS Tools for Guidance & Placement Workshop*	Conduct meetings for postsecondary education planning with students and parents --------------------------- Determine course offerings based on student needs as identified by *EPAS* results --------------------------- **Evaluate equity for student sub-groups**

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AGENDA ITEM #15.1:

Oklahoma Tuition Equalization Grant Program

SUBJECT: Reallocation of Unused Funds to Eligible Institutions

RECOMMENDATION:

> **It is recommended that the State Regents authorize the reallocation of Oklahoma Tuition Equalization Grant (OTEG) funds that have not been awarded in 2005-06 to participating institutions with remaining eligible students.**

BACKGROUND:

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

The law also specified that the program would be phased in gradually over several years. Currently, eligibility is limited to students who were first-time freshmen in 2003-04 and subsequent years. Thus, the eligible pool of students for 2005-06 is limited to freshman, sophomores, and juniors. For 2006-07, the freshmen class of 2006-07 will be added. In 2007-08, eligibility will be opened to all students, including adult students who were first-time freshmen prior to 2003-04.

No funding for the program was provided in 2003-04. In 2004, the Oklahoma Legislature specified funding in the amount of $1 million for the OTEG program for the 2004-05 year. For 2005-06, funding for the program increased to $2,256,894.

POLICY ISSUES:

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

ANALYSIS:

At their June 2006 meeting, the State Regents approved a recommendation to allocate $2,256,894 for the OTEG program. Of the available funds, $2,202,000 was allocated to participating institutions based on each institution's percentage of the total number of eligible students attending all participating institutions in fall 2004 (Oklahoma resident; $50,000 income limit; full-time undergraduate). State Regents' staff used federal financial aid application data to verify a sample of these students for income eligibility.

In addition to the allocation of the $2,202,000, a reserve fund of $54,894 was retained to address students transferring among participating institutions between the fall and spring semester. No requests for transfer funds were received in 2005-2006.

The table below shows that, as of the March 15 statutory deadline for submitting spring semester scholarship claims, four institutions reported unused funds totaling $230,000.

Institution	Allocation	Total Expended	Total Unexpended
Bacone College	$250,000	$250,000	$0
Mid America Christian University	$242,000	$98,000	$144,000
Oklahoma Baptist University	$198,000	$198,000	$0
Oklahoma Christian University	$186,000	$186,000	$0
Oklahoma City University	$244,000	$244,000	$0
Oklahoma Wesleyan University	$36,000	$36,000	$0
Oral Roberts University	$122,000	$120,000	$2,000
St. Gregory's University	$204,000	$184,000	$20,000
Southern Nazarene University	$280,000	$216,000	$64,000
Southwestern Christian University	$70,000	$70,000	$0
The University of Tulsa	$370,000	$370,000	$0
Total allocated to institutions	**$2,202,000**	**$1,972,000**	**$230,000**
Transfer Reserve Fund	$54,894		$54,894
Total Allocated	**$2,256,894**		**$284,894**

The institutions with the highest amounts of unused funds serve large numbers of adult students and reported that they were unable to identify enough eligible students who met the first-time freshmen criterion to utilize their full allocations.

Three institutions—Bacone College, Oklahoma Baptist University, and Oklahoma Wesleyan University— have identified 89 students that could be eligible for the reallocated funds. The awards would be spring-semester-only awards worth $1,000 per student, for a total cost of $89,000.

It is the intent of Regents' staff to re-examine the formula used for the allocation of OTEG funds for 2006-07. Possible changes include utilizing data from the Regents' Unitized Data System (UDS) and federal financial aid application data to improve the accurateness of the allocation to participating institutions.

AGENDA ITEM # 16-a:

E&G Budget.

SUBJECT: Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products.

RECOMMENDATION:

> **It is recommended that the State Regents approve the allocation of $777,231.73 to Oklahoma State University Center for Health Sciences (OSU CHS) and $777,231.73 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

BACKGROUND:

The Oklahoma Legislature passed House Bill No. 2660 in May 2004, designating a portion of the revenue collected from taxes on the sale of cigarettes and tobacco products to be allocated for specific purposes at OUHSC and OSU CHS. This revenue will be deposited into dedicated funds, the "Comprehensive Cancer Center Debt Service Revolving Fund," at the Health Sciences Center and the "Oklahoma State University College of Osteopathic Medicine Revolving Fund," at OSU CHS. The bill states that the revenue collected shall be evenly deposited into accounts designated at these entities, for the purpose of servicing the debt obligations incurred to construct a nationally designated comprehensive cancer center at the OU Health Sciences Center and for the purpose of servicing debt obligations for construction of a building dedicated to telemedicine, for the purchase of telemedicine equipment and to provide uninsured/indigent care in Tulsa County through the OSU College of Osteopathic Medicine. The State Regents approved the first allocation of these funds in the meeting of May 27, 2005.

POLICY ISSUES:

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

ANALYSIS:

The fund currently has on deposit $1,554,463.46. This amount is sufficient for a transfer of $777,231.73 each to OSU CHS and OUHSC. The OU Health Sciences Center will hold their funds in an account designated for the construction of a Comprehensive Cancer Center to be expended at a future date. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current allocation to each institution, including this allocation, totals to $4,655,750.71.

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 the provisions of House Bill No. 2660, 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, 2005, and ending June 30, 2006, said funds to be subsequently allotted for encumbrance and expenditure during said fiscal year, as provided by law.

University of Oklahoma Health Sciences Center – Cancer Center Debt Service
Oklahoma State University College of Medicine – Telemedicine Program

From:	296-05-605-000000	$1,554,463.46
To:	296-770	$777,231.73
	290-773	$777,231.73
Total		$1,554,463.46

Adopted by the State Regents in the meeting of March 23, 2006.

SEAL:

ATTEST:

Bill Burgess, Secretary   Cheryl Hunter, 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 23, 2006.

Paul G. Risser, Chancellor

Duly subscribed and sworn to before me this 23rd day of March 2006.

Notary Public

My commission expires _____.

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AGENDA ITEM # 16-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 final allocation of $370,667.67 to Oklahoma State University and $370,667.67 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 $1,196,639.74. This amount is sufficient for a transfer of $370,667.67 each to OSU and OU. With this final allocation, each institution has received their full commitment of $19,000,000 as authorized through H.B. 2598 of the Second Session of the 48th Legislature.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4619

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, 2005, and ending June 30, 2006, 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

From:	299-05-605-000000	$741,335.24
To:	295-760	$370,667.67
	295-010	$370,667.67
Total		$741,335.24

Adopted by the State Regents in the meeting of March 23, 2006.

SEAL:

ATTEST:

Bill Burgess, Secretary   Cheryl Hunter, 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 23, 2006.

Paul G. Risser, Chancellor

Duly subscribed and sworn to before me this 23rd day of March 2006.

Notary Public

My commission expires _____

AGENDA ITEM # 17-a:

       Tuition and Fees.

SUBJECT: Posting of legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2007 and posting of institutional requests for changes to academic services fees for Fiscal Year 2007.

RECOMMENDATION:

> **It is recommended that the State Regents approve the posting of 1) legislative tuition and mandatory fee limits for resident and nonresident undergraduate, graduate, and professional programs for Fiscal Year 2007; and 2) institutional requests for changes to academic services fees for Fiscal Year 2007, as reported on the attached schedules.**

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 research universities and less than the average rate charged at peer institutions for regional universities and community colleges, 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) Legislative Tuition and Mandatory Fee Limits

The attached schedule lists "Not to Exceed" amounts for tuition and mandatory fees that are recommended for posting at this time for Fiscal Year 2007, as provided by law, for resident and nonresident tuition and mandatory fees for undergraduate, graduate, and professional programs. Institutions and governing boards will submit their requested increases for tuition and mandatory fees for Fiscal Year 2007 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 2007. 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 2007 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 **Thursday, April 27, 2006** at the State Regents' office for the purpose of receiving views and comments on the requested changes to academic services fees and the legislative limits for resident and nonresident tuition and mandatory fees. 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 29, 2006. 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:

1) Legislative Tuition and Mandatory Fee Limits

70 O. S. 2004 Supp., Section 3218.8, specifies the legislative limits for resident and nonresident tuition and mandatory fees by tier, i.e., research universities, regional universities, community colleges and for professional programs. Regents' staff compiled a listing of tuition and mandatory fees charged at public institutions in the Big Twelve Conference, like-type public institutions in surrounding and other states, public community colleges receiving no local tax funding in surrounding and other states, and for professional programs, as shown in the *FY07 Legislative Peer Limits for Tuition and Mandatory Fees* schedules attached. Peer institutions in each tier also increased their tuition and mandatory fees in FY06, resulting in Oklahoma's rates, relative to those of peer averages, remaining fairly constant. Research universities' current rates are 76.9 percent of the Big 12 Conference average, a decrease of 1.9 percentage points; regional universities increased almost one percentage point to 79.2 percent of the peer average; and community colleges 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. This information is available upon request.

2) Academic Services Fees

Of the twenty-five public institutions and one higher education center in the State System, twenty-two requested changes in academic services fees for Fiscal Year 2007 and four had no requests for changes in these fees. Sixteen institutions have requested 207 changes in Special Instruction Fees; four institutions have requested 50 changes in Facility/Equipment Utilization Fees; three institutions have requested 13 changes in Testing/Clinical Services Fees; eleven institutions have requested changes in 310 Classroom/Laboratory Supply and Material Fees; and eight institutions have requested 21 changes in various Other Special Fees. A total of 601 changes have been requested to academic services fees for Fiscal Year 2007. The complete listing is attached.

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

Oklahoma State Regents for Higher Education

FY07 Legislative Peer Limits for Tuition and Mandatory Fees

Undergraduate (30 Credit Hours)	FY07 Peer Limit for Resident Tuition and Mandatory Fees	FY07 Per Credit Hour Rate	FY07 Peer Limit for Nonresident Tuition and Mandatory Fees	FY07 Per Credit Hour Rate
Research Universities *(Includes OSU-OKC; OSU-Okmulgee; OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$5,707.00	$190.23	$16,094.00	$536.47
Regional Universities *(Includes Ardmore Higher Education Center)*	$4,128.00	$137.60	$10,214.00	$340.47
Community Colleges	$3,168.00	$105.60	$7,577.00	$252.57

Graduate (24 Credit Hours)	FY07 Peer Limit for Resident Tuition and Mandatory Fees	FY07 Per Credit Hour Rate	FY07 Peer Limit for Nonresident Tuition and Mandatory Fees	FY07 Per Credit Hour Rate
Research Universities *(Includes OSU, Tulsa; OU Health Sciences Center; and OU, Tulsa)*	$5,918.00	$246.58	$14,611.00	$608.79
Regional Universities *(Includes Ardmore Higher Education Center)*	$4,133.00	$172.21	$9,311.00	$387.96

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.

70 O. S. 2004 Supp., Section 3218.9, provides that the limits for graduate resident and for graduate nonresident tuition and mandatory fees shall be less than the average for resident and for nonresident tuition and mandatory feesat peer institutions for each tier.

TIER	PEER INSTITUTIONS
Research Universities	**Big 12 Public Institutions**
Regional Universities	**Like-type public institutions in surrounding and other states**
Community Colleges	**Public two-year colleges that receive no local tax funding in surrounding and other states**

State Regents will approve tuition and fees at their meeting on June 29, 2006 for each institution within the limits posted above.

Oklahoma State Regents for Higher Education
FY07 Legislative Peer Limits for Tuition and Mandatory Fees

Professional Programs	FY07 Peer Limit for Resident Tuition and Mandatory Fees	FY07 Peer Limit for Nonresident Tuition and Mandatory Fees
University of Oklahoma		
College of Law	$13,603.00	$24,848.00
OU Health Sciences Center		
Doctor of Medicine	$18,544.00	$41,327.00
Doctor of Dental Science	$16,973.00	$37,027.00
Physician's Associate	$10,185.00	$20,320.00
PharmD	$12,539.00	$25,016.00
Occupational Therapy	$6,941.00	$14,790.00
Physical Therapy	$6,855.00	$15,074.00
Doctor of Audiology	$8,411.00	$18,580.00
Public Health	$7,111.00	$17,160.00
Nursing*	$5,252.00	$13,105.00
Oklahoma State University		
Center for Health Sciences	$19,673.00	$37,499.00
College of Veterinary Medicine	$15,076.00	$32,249.00
Northeastern State University		
College of Optometry	$14,358.00	$27,076.00
Southwestern Oklahoma State University		
PharmD	$10,205.00	$21,046.00
Langston University		
Physical Therapy	$6,855.00	$15,074.00

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.

New professional program for FY07 which will replace some current graduate programs in the OUHSC College of Nursing.

PUBLIC HEARING NOTICE

TUITION AND FEES
Effective Academic Year 2006-2007

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 on Thursday, April 27, 2006.

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 5:00 p.m. on Friday, April 21, 2006 at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104, or by phone at (405) 225-9120.

Signed_____ Date_____
             Paul G. Risser, Chancellor

AGENDA ITEM # 18:

> **Endowed Chairs.**

SUBJECT: Approval of new accounts.

RECOMMENDATION:

> **At the meeting of March 23, 2006, staff will recommend approvals of matching funds for endowments at 18 institutions. This committee agenda item contains more detail about future implications than will be presented for the full board agenda item.**

BACKGROUND:

State Regents have allocated $7.5 million from lottery appropriations made by the 2005 Oklahoma Legislature for the endowed chair program and have on hand the proceeds from the 2006 Endowed Chairs Bond Issue of $49,671,410. In December 2005, the Oklahoma Supreme ruled to validate the issuance of a bond issue up to $50,000,000 for a Use of Proceeds Agreement through the Oklahoma Capital Improvement Authority (OCIA) for the state-matching portion of the Endowed Chairs Program. The court validation was filed in October of 2004 and validated by the Supreme Court on December 13, 2005.

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:

As of March 9, 2006, institutions have requested a total of $84 million for which state matching funds are pending. Some of the accounts have been waiting for match since July 2000. As a gesture to foster patience and goodwill among donors, State Regents have traditionally calculated the earnings an institution would have received, had the account received public matching funds promptly, and added the accrued earnings to the account's market value when they approved the account for matching funds. The source of revenue for the accounting entry is a pool of accrued earnings in the trust fund related to public matching money allocated but not approved for match in the early years of the program. (For the first six years of the program, 1988-1994, Regents' allocations exceeded the requests for public matching funds.)

In addition, the first debt service payment (interest only) is due July 1, 2006, and OCIA will invoice that amount before the end of the fiscal year.

Funds available for allocation:

FY06 allocation of lottery appropriation	$7,500,000
Proceeds from sale of 2006 bonds	49,671,410
Accrued pooled earnings on unmatched public funds	17,073,407
Total	$74,244,817
Less: amount of July 1 debt service payment	(913,671)
Amount for match and interest	**$73,331,146**

The recommendation for matching the accounts in the queue is based on Regents' prior practice: each institution would receive matching funds for one account, and as many remaining accounts as possible would be funded, in order of requests received. The principal exception is for Southeastern, which would also receive matching funds for a chair in business, a gift from a current regent. Several other minor adjustments were necessary to align the total amount of the accounts recommended for approval with the available funding.

The attached schedules provide 1) a summary of the institutions to receive matching funds, the amount of the matching funds and the amount of "back interest"; 2) a list of all accounts, by institution, recommended for matching funds; and 3) the amount of private gifts still unmatched, by institution.

The recommendation would allocate $26.1 million for accounts at OU-Norman and $19.9 million for accounts at the Health Sciences Center, for a total of 82 percent for the University of Oklahoma.

Additional considerations:

This allocation of "back interest" will virtually deplete the account of accrued pooled earnings. Regents will need to consider the payments of "back interest" in their future allocations to the Endowed Chairs Program.

The second debt service payment (again, interest only) is due January 1, 2007, in the amount of $1,274,889, and the third on July 1, 2007 will be both interest and principal in the amount of $7,500,000. Because of cash flow requirements, Regents will need to allocate a minimum of $8,774,889 for the debt service in FY2007.

The State Regents have noted $3.5 million in additional funding, or $11 million, in their budget request to the Legislature for FY07. For some years the program was funded at that level, prior to the state revenue downturn that began in FY03.

		Accounts to be Matched as of March 23, 2006			
Date Requested	Institution	Name of the Account	Amount of Private Donation	Match	Interest Accrued on Match
2/8/2001	Cameron	Dr. Bobby Gene Vowell Endowed Lectureship in Physical & Biological Sciences	25,000	25,000	6,896
7/23/2001	Cameron	Increase to Jack Bryan Endowed Lectureship in Art	3,000	3,000	969
1/30/2002	Cameron	Jack and Joyce Amyx Lectureship in Business	25,000	25,000	8,776
1/30/2002	Cameron	Edward and Lenore Hamra/Edward's Men's Wear Endowed Lectureship in Retail Marketing	25,000	25,000	8,776
1/30/2002	Cameron	Ajay and Shireen Bhargava Endowed Lectureship in India Studies	25,000	25,000	8,776
9/19/2002	Cameron	Philip J. Jones Endowed Lectureship in Ethics	25,000	25,000	10,526
5/14/2003	Cameron	Clodus and Pauline Smith Endowed Lectureship	25,000	25,000	12,693
7/8/2003	Cameron	Trent Patton Endowed Lectureship	25,000	25,000	9,304
9/10/2003	Cameron	Increase to theTuck and Anna Pitman Endowed Lectureship in Instructional Technology	4,972	4,972	1,850
9/10/2003	Cameron	Increase to the Bobby Gene Vowell Lectureship in Physical and Biological Sciences	3,000	3,000	1,117
9/10/2003	Cameron	Increase to the Edward and Lenore Hamra, Edward's Men's Wear Endowed Lectureship in Marketing	1,000	1,000	372
11/4/2003	Cameron	Richard T. Brittingham, M.D. Music Theatre Lectureship	25,000	25,000	9,622
11/11/2003	Cameron	Bhargava Endowed Lectureship in International Studies	25,000	25,000	9,622
7/2/2004	Cameron	Jimmy and Virgie Stanton Endowed Lectureship in Physical Sciences	25,000	25,000	5,708
7/2/2004	Cameron	BancFirst Lectureship in Finance	25,000	25,000	5,708
7/2/2004	Cameron	BancFirst Lectureship in Investments	25,000	25,000	5,708
7/2/2004	Cameron	Buck and Irene Clements Lectureship in Child Development	25,000	25,000	5,708
7/2/2004	Cameron	Herb and Dorothy Pitman Carter Endowed Lectureship in Physical Sciences	28,500	28,500	6,508
4/5/2005	Carl Albert	Dean Worley Endowed Lectureship	51,348	51,348	5,193
1/9/2003	Carl Albert	Increase to the Dave and Beverly McMillen Endowed Lectureship	15,000	15,000	7,329
1/12/2004	Carl Albert	Dick LaFevers Endowed Lectureship	25,000	25,000	6,289
9/13/2005	Eastern	Choctaw Nation Endowed Professorship in Nursing	125,000	125,000	8,573
12/23/2003	ECU	The Chickasaw Nation Endowed Chair in Native American Studies	500,000	500,000	129,449
4/29/2002	ECU	George Nigh Lectureship in Government	25,000	25,000	8,667
4/29/2002	ECU	R. Darryl Fisher Lectureship in Writing and Scholarship	75,000	75,000	26,000
8/25/2003	ECU	Tom and Diane Criswell Endowed Professorship in Nursing	125,000	125,000	46,522
8/25/2003	ECU	Adolph Linscheid Distinguished Teaching Professorship	125,000	125,000	46,522
8/25/2003	ECU	The Crabtree Family Professorship in Business	125,000	125,000	46,522
8/29/2003	ECU	Choctaw Nation Endowed Professorship in Nursing	125,000	125,000	46,522
4/27/2004	ECU	Hallie Ford Chair in Fine Arts	250,000	250,000	49,401
6/17/2004	ECU	Shirley Pouge Lectureship in Business	25,000	25,000	4,940
10/21/2003	Northern	Sam Leonard Lectureship in Business Administration	25,000	25,000	9,266
10/21/2003	Northern	Dick Lambertz Lectureship in Business	25,000	25,000	9,622

Date	Institution	Description	Amount	Amount	Amount
10/21/2003	Northern	Don Westfall Chair in Social Sciences	25,000	25,000	9,266
7/15/2004	NWOSU	J.T. and Jayne Lindsay Endowed Professorship	175,000	175,000	39,959
2/10/2005	OSU	Spears Chair in Business Administration	2,005,172	2,005,172	178,004
1/31/2001	OSU	Francis Tuttle Endowed Professorship in Occupational and Adult Ed.	275,000	275,000	75,858
3/10/2001	OSU	Increase to the Sparks Endowed Chair in Agriculture	111,087	111,087	30,643
4/2/2001	OSU	Increase to the Paul C. Wise Chair in Finance	121,414	121,414	45,976
4/2/2001	OSU	Increase to the Gellein/Deloitte & Touche Professorship in Accounting	3,000	3,000	1,136
5/17/2001	OSU	Increase to Stevens Endowed Chair in Agriculture Biotechnology	150,000	150,000	56,800
5/17/2001	OSU	Increase to Bill Fitzwater Cooperative Chair	25,164	25,164	9,529
5/17/2001	OSU	Increase to PSO/Albrecht Naeter Professorship of Electrical Engineering	8,690	8,690	3,291
5/17/2001	OSU	Increase to Richard W. Poole Professorship in Excellence (Business)	2,500	2,500	947
6/4/2001	OSU	Increase to Stevens Endowed Chair in Agriculture Biotechnology	150,000	150,000	56,800
6/4/2001	OSU	Increase to Heath Professorship in Journalism	119,820	119,820	45,372
6/4/2001	OSU	Increase to Francis Tuttle Endowed Professorship in Occupational and Adult Ed.	220,920	220,920	83,655
6/4/2001	OSU	Increase to Donald W Reynolds Tech Center Lectureship	2,600	2,600	985
10/9/2001	OSU	Glenn M. Stinchcomb Family Professorship	266,656	266,656	117,350
11/9/2001	OSU	Breedlove Professorship in Agribusiness	500,000	500,000	220,039
1/8/2002	OSU	Increase to the Sparks Endowed Chair in Agriculture	198,882	198,882	69,819
1/22/2002	OSU	Increase to the Ricks-Rapp Professorship in Musculoskeletal Research	15,000	15,000	5,269
2/4/2002	OSU	Increase to the Francis Tuttle Professorship in Occupational and Adult Ed.	1,296	1,296	455
8/13/2002	OSU	Increase to Endowed Professorship in Equine Sports Medicine	150,000	150,000	63,155
8/13/2002	OSU	Increase to the Endowed Professorship in Geophysics	4,950	4,950	2,084
8/13/2002	OSU	Increase to the Endowed Professorship in Structural & Household Pest Control	5,015	5,015	2,112
9/9/2002	OSU	Bryan Close Endowed Professorship	250,000	250,000	105,259
9/9/2002	OSU	Increase to the Browning Professorship in Agriculture/Food Science	12,500	12,500	5,263
11/20/2002	OSU	Increase to the Structural and Household Pest Control Endowed Professorship	10,000	10,000	5,610
1/21/2003	OSU	Increase to the Equine Sports Medicine Professorship	100,000	100,000	48,861
1/31/2003	OSU	Increase to the Carson Chair in Business Administration	275,000	275,000	134,367
4/23/2003	OSU	Hyle Family Endowed Professorship	250,000	250,000	126,928
10/8/2003	OSU	Morsani Endowed Chair in Math, Science and Tech Educ.	570,384	570,384	219,540
10/30/2003	OSU	Increase to the Browning Professorship in Agriculture/Food Science	14,000	14,000	5,389
2/6/2004	OSU	Increase to the Structural and Household Pest Control Endowed Professorship	16,520	16,520	4,156
3/1/2004	OSU	Increase Puterbaugh Professorship for Library Service	25,000	25,000	6,289
3/1/2004	OSU	Increase Breedlove Professorship in Agribusiness	10,215	10,215	2,570
2/15/2002	OSU-OKM	Citizens Band & Trust Company of Okmulgee Lectureship	25,000	25,000	8,776
6/4/2001	OSU-OKM	Increase to First National Bank of Okmulgee Lectureship	7,500	7,500	2,840
3/7/2001	OU	Michael Price Chair in Business #3	2,005,858	2,005,858	553,312

Date	Inst.	Description	Amount 1	Amount 2	Amount 3
7/12/2000	OU	ConocoPhillips Petroleum Professorship of International & Area Studies #1	300,000	300,000	65,801
8/12/2000	OU	The Mewbourne Chair in Petroleum Engineering #3	375,000	375,000	82,251
8/12/2000	OU	W. Edwin Bryan, Jr., Professorship of Architecture	250,000	250,000	54,834
8/12/2000	OU	Kenneth and Bernadine Russell Professorship of Music	250,000	250,000	54,834
8/12/2000	OU	H. Russell Pitman Professorship of Urban Design	250,000	250,000	54,834
8/12/2000	OU	H. Russell Pitman Professorship of Art and Art History	250,000	250,000	54,834
8/12/2000	OU	Milus E. Hindman Professorship of Banking	250,000	250,000	54,834
8/12/2000	OU	Donald Keith Jones Professorship of Honors	250,000	250,000	54,834
8/15/2000	OU	Arch B. and Jo Anne Gilbert Professorship of Law	250,000	250,000	54,834
8/17/2000	OU	Gene Braught Chair in Music	516,153	516,153	109,554
8/18/2000	OU	Ruth G. Hardman Professorship of Education	250,000	250,000	54,834
9/6/2000	OU	Gaylord Family Visiting Professional Journalism Professorship	400,000	400,000	87,735
9/6/2000	OU	Gaylord Family Professorship #1	300,000	300,000	65,801
9/6/2000	OU	Gaylord Family Professorship #2	300,000	300,000	65,801
9/6/2000	OU	Gaylord Family Chair #1	500,000	500,000	109,669
9/6/2000	OU	Gaylord Family Chair #2	500,000	500,000	109,669
9/27/2000	OU	Increase to The Paul H. & Doris Eaton Travis Chair in Modern American History	221,370	221,370	48,555
1/22/2001	OU	Larry W. Brummett/ONEOK Professorship in PoroMechanics	250,000	250,000	68,962
1/22/2001	OU	Williams Professorship of Telecommunications Networking	375,000	375,000	103,443
1/22/2001	OU	Lester A. Day Family Chair for the Director Position - Sarkeys Energy Center	500,054	500,054	137,939
2/10/2001	OU	Increase to the John Saxon Professorship of Ancient History	67,078	67,078	18,503
2/10/2001	OU	AMR/American Airlines Foundation Professorship of Meteorology	250,000	250,000	68,962
2/27/2001	OU	Increase to R.W. Moore Professorship of Finance & Economic Dev (upgrade to Chair)	254,000	254,000	70,065
3/8/2001	OU	Increase to the John Saxon Professorship of Ancient History	16,000	16,000	4,414
4/21/2001	OU	ConocoPhillips Petroleum Co. Professorship of International & Area Studies #2	300,000	300,000	113,600
4/21/2001	OU	Williams Professorship of Engineering	250,000	250,000	94,667
5/30/2001	OU	Clyde Becker, Sr. Endowed Chair in Geology & Geophysics	500,000	500,000	189,334
7/23/2001	OU	Williams Chair in Meteorology	500,000	500,000	161,581
7/30/2001	OU	Increase to Victor E. Monnett Chair in Energy Resources	52,050	52,050	16,821
8/26/2001	OU	Weitzenhoffer Department Chair in Musical Theater	500,000	500,000	161,581
8/26/2001	OU	Weitzenhoffer Professorship of Musical Theater	250,000	250,000	80,790
8/26/2001	OU	Weitzenhoffer Professorship of Musical Theater #2	250,000	250,000	80,790
8/26/2001	OU	Weitzenhoffer Professorship of Arts Management	250,000	250,000	80,790
12/3/2001	OU	Michael F. Price Chair in Business #4	2,000,000	2,000,000	880,155
1/24/2002	OU	Carl E. & Thelma J. Gungoll Family Chair in Petroleum Geology & Geophysics	500,000	500,000	175,529
2/4/2002	OU	Increase to the John Saxon Chair in Ancient History	27,000	27,000	9,479
2/4/2002	OU	Kingfisher College Chair in the Philosophy of Religion and Ethics	69,865	69,865	24,527

Date	Institution	Description	Amount	Amount	Balance
2/13/2002	OU	Joe & Robert Klabzuba Chair in Geology and Geophysics	250,000	250,000	87,764
4/10/2002	OU	Frieda Derdeyn Professorship of Piano	250,000	250,000	86,668
4/29/2002	OU	Increase to the Larry W. Brummett/ONEOK Chair of PoroMechanics	250,000	250,000	86,668
5/6/2002	OU	Increase to the Siegfried Professorship of Marketing	250,000	250,000	86,668
5/15/2002	OU	Kandi & Mark McCasland Chair for the Director of the School of Meteorology	500,000	500,000	173,335
6/6/2002	OU	Weathersnews Chair in Applied Meteorology	500,000	500,000	173,335
9/30/2002	OU	Williams Chair in Telecommunications Networking	1,000,000	1,000,000	421,036
9/30/2002	OU	Chong K. Liew Chair in Economics	500,000	500,000	210,518
10/7/2002	OU	Frank Eklouri and Edna Asper Elkouri Professorship of Law	250,000	250,000	140,238
10/22/2002	OU	Increase to the Mewbourne Chair in Petroleum Engineering #2	375,000	375,000	210,357
10/22/2002	OU	Increase to the Mewbourne Chair in Petroleum Engineering #3	375,000	375,000	210,357
10/22/2002	OU	The Mewbourne Chair in Petroleum Engineering #4	500,000	500,000	280,476
2/18/2003	OU	Aaron Alexander Professorship in Civil Engineering	250,000	250,000	122,152
4/17/2003	OU	James Garner Professorship of Drama	325,000	325,000	165,007
5/19/2003	OU	ConocoPhillips Petroleum Professorship of Latin American Studies	300,000	300,000	77,096
7/24/2003	OU	Increase John W. and Mary D. Nichols Chair in Dance (upgrade to Chair)	262,519	262,519	97,703
9/10/2003	OU	Increase to the Lester Wilkonson Professorship of Engineering	104,985	104,985	39,073
10/22/2003	OU	Gaylord Family Endowed Chair #3	500,000	500,000	192,449
10/22/2003	OU	Gaylord Family Endowed Professorship #3	300,000	300,000	115,470
10/22/2003	OU	Gaylord Family Endowed Professorship #4	300,000	300,000	115,470
10/22/2003	OU	Gaylord Family Endowed Professorship #5	300,000	300,000	115,470
10/22/2003	OU	Gaylord Family Endowed Professorship #6	300,000	300,000	115,470
10/22/2003	OU	Gaylord Family Endowed Professorship #7	300,000	300,000	115,470
11/3/2003	OU	Increase to the Mewbourne Chair in Petroleum Engineering #1	250,000	250,000	96,225
12/10/2003	OU	Robert E. & Doris Klabzuba Professorship of Geology & Geophysics (upgrade to Chair)	531,913	531,913	204,733
12/10/2003	OU	Increase to the James Garner Professorship in Drama (Upgrade to Chair)	175,000	175,000	67,426
1/7/2004	OU	Increase to ConocoPhillips Petroleum Professorship of Latin American Studies (Upgrade to Chair)	301,302	301,302	75,794
1/30/2004	OU	Increase/Upgrade to the Glenn R. Watson Centennial Chair in Law	282,462	282,462	71,055
2/18/2004	OU	Henry J. Freede, M.D. Professorship of Engineering	250,000	250,000	62,889
2/18/2004	OU	Increase to W. Ross Johnston Chair	135,366	135,366	29,052
3/12/2004	OU	Increase to the L.A. Comp Chair in Aerospace & Mechanical Engineering	452,915	452,915	113,934
3/12/2004	OU	Douglas and Hilda Bourne Chair in Chemical Engineering	530,973	530,973	133,570
4/14/2004	OU	Increase and upgrade to Herman George Kaiser Chair in International Law	125,000	125,000	24,701
7/7/2004	OU	Tommy C. Craighead Professorship of Meteorology	250,352	250,352	57,165
11/14/2000	OUHSC	Will & Helen Webster Chair in Arrhythmia Research	1,005,254	1,005,254	
8/11/2000	OUHSC	Increase to Ben Johnson Chair in Pediatric Cancer Research	330,676	330,676	72,530

Date	Inst.	Description	Amount 1	Amount 2	Amount 3
8/16/2000	OUHSC	Stuart Coulter Miller Professorship of Allied Health	325,000	325,000	71,285
9/27/2000	OUHSC	Paul H. & Doris Eaton Travis Chair in Endocrinology	1,000,000	1,000,000	219,337
9/27/2000	OUHSC	Paul H. & Doris Eaton Travis Chair in Thoracic Surgery	1,000,000	1,000,000	219,337
10/18/2000	OUHSC	Increase to Frances E. & A. Earl Ziegler Chair in Palliative Care Nursing	118,024	118,024	27,264
10/18/2000	OUHSC	The Founders and Associates Endowed Professorship in Family Medicine	440,000	440,000	101,641
1/22/2001	OUHSC	Increase to the G. Rainey Williams M.D. Research Professorship	30,999	30,999	8,551
1/31/2001	OUHSC	Nancy Gullatt Professorship of Speech Pathology	250,000	250,000	68,962
2/10/2001	OUHSC	Chair in Hematology	1,000,000	1,000,000	275,848
2/10/2001	OUHSC	Thomas Acres Chair in Ophthalmology (formerly Low Vision Rehabilitation Endowed Chair in Ophthalmology)	1,000,000	1,000,000	275,848
2/10/2001	OUHSC	Elam-Plowman Professorship in Physical Therapy	250,000	250,000	68,962
2/27/2001	OUHSC	Increase to Hobbs-Recknagel Centennial Chair in Pediatric Research	50,000	50,000	13,792
4/28/2001	OUHSC	Increase to the G. Rainey Williams M.D. Chair in Surgical Breast Oncology	210,674	210,674	79,775
5/7/2001	OUHSC	CMRI #11 Patricia Browne Endowed Chair in Pediatrics	750,000	750,000	284,001
5/7/2001	OUHSC	CMRI #12/Wal-Mart/Sam's Club Chair in Pediatric Nephrology	500,000	500,000	189,334
5/21/2001	OUHSC	Increase to CMRI/C.R. Anthony Centennial Chair in Pediatric Research	250,000	250,000	94,667
6/15/2001	OUHSC	Increase to Esther & Ted Greenberg Chair of Neurology	240,000	240,000	90,880
9/24/2001	OUHSC	John Flack Burton M.D. Professorship in Medical Humanities	250,000	250,000	80,790
11/30/2001	OUHSC	CMRI #13 Chair in Pediatric Medicine Tripp Lewallen Foundation	250,000	250,000	110,019
12/3/2001	OUHSC	Harris Family Foundation Surgery Library Professorship	254,962	254,962	112,203
1/15/2002	OUHSC	John H. Holliman Professorship of Pathology Undergraduate Medical Education	250,389	250,389	87,901
1/28/2002	OUHSC	Increase to the CMRI/Shaun Walters #7 Chair in Pediatric Research	530,000	530,000	186,060
	OUHSC	Harry Wilkins Chair in Neurosurgery	414,648	414,648	145,565
2/18/2002	OUHSC	CMRI #14, Presbyterian Chair in Pediatric Graduate Medical Education	500,000	500,000	175,529
3/22/2002	OUHSC	Bob G. Eaton Chair in Radiological Sciences	250,300	250,300	87,870
4/10/2002	OUHSC	Increase to the C.R. Anthony Centennial Chair in Pediatric Research	250,000	250,000	86,170
5/15/2002	OUHSC	Increase to the Presbyterian Health Foundation Chair in Otorhinolaryngology	232,290	232,290	80,528
5/17/2002	OUHSC	Increase to the Bob G. Eaton Chair in Radiological Sciences	251,740	251,740	87,271
10/22/2002	OUHSC	The H.T. Shillinburg, D.D.S. Professorship of Fixed Prosthodontics	250,000	250,000	140,238
10/22/2002	OUHSC	Increase to the Elam-Plowman Professorship in Physical Therapy	45,000	45,000	25,243
12/12/2002	OUHSC	Increase to CMRI #2 Ben Johnson Chair in Pediatric Cancer Research	22,548	22,548	12,648
3/31/2003	OUHSC	Increase CMRI #12 Wal-Mart/Sam's Club Pediatric Chair in Nephrology	139,366	139,366	68,095
3/31/2003	OUHSC	Increase CMRI #14 Presbyterian Health Pediatric Chair in Graduate Education	83,000	83,000	40,554
4/17/2003	OUHSC	Chair in Gynecologic Oncology	501,188	501,188	254,460
5/19/2003	OUHSC	Stewart Wolf Chair in Internal Medicine	633,626	633,626	322,001
10/22/2003	OUHSC	CMRI #15/James Paul Linn Endowed Chair in Pediatrics	500,000	500,000	192,449
10/22/2003	OUHSC	Increase to the Patricia Browne/CMRI Chair #11 in Pediatrics	125,000	125,000	48,112

Date	Institution	Description	Amount 1	Amount 2	Amount 3
10/22/2003	OUHSC	Increase to the Endowed Chair in Perinatal Research	650,000	650,000	250,184
12/10/2003	OUHSC	Increase to the Stewart Wolf Chair	354,713	354,713	136,529
1/7/2004	OUHSC	Increase to the Patricia Browne/CMRI Chair #11 in Pediatrics	125,250	125,250	31,507
1/30/2004	OUHSC	Increase to the Patricia Browne/CMRI Chair #11 in Pediatrics	317,932	317,932	79,978
2/4/2004	OUHSC	Increase to the CMRI #13/Tripp Lewallen Foundation Chair	85,000	85,000	21,382
2/4/2004	OUHSC	Increase to the James Paul Linn Chair/CMRI #15	212,737	212,737	53,515
2/18/2004	OUHSC	Increase to Elam-Plowman Professorship of Physical Therapy	60,940	60,940	15,330
2/20/2004	OUHSC	Increase to Warren M. Crosby Chair in Obstetrics & Gynecology	48,577	48,577	12,220
3/12/2004	OUHSC	Professorship of Psychiatric Education	255,970	255,970	64,391
3/31/2004	OUHSC	Increase to the CMRI #12/Wal Mart/Sam's Club Chair in Nephrology	125,795	125,795	31,645
3/31/2004	OUHSC	Endowed Chair for the College of Pharmacy	500,000	500,000	125,778
4/2/2004	OUHSC	Oxley Foundation Chair in Program for Assertive Community Treatment	500,000	500,000	98,803
4/14/2004	OUHSC	Increase to Stewart Wolf Chair	34,988	34,988	6,914
4/14/2004	OUHSC	Increase to James Paul Linn Chair in Pediatrics/CMRI#15	212,755	212,755	42,042
4/21/2004	OUHSC	Increase/Upgrade to the Henry J. Freede Chair in Medical/Surgical Nursing	282,459	282,459	55,816
4/21/2004	OUHSC	Increase to Elizabeth Merrick Coe Chair in Breast Imaging	206,202	206,202	40,747
5/12/2004	OUHSC	Robert D. Gordon, Jr. Chair in Surgery	500,000	500,000	98,803
5/19/2004	OUHSC	CMRI #16/Edith Kinney Gaylord Chair in Pediatric Research	500,000	500,000	98,803
5/24/2004	OUHSC	Increase CMRI #14 Presbyterian Health Pediatric Chair in Graduate Education	47,715	47,715	9,429
6/23/2004	OUHSC	Increase to the CMRI Jean Gumerson Chair in Pediatric-Clinical Child Psychology	33,561	33,561	6,632
9/30/2004	OUHSC	Endowed Professorship in Developmental Disabilities (upgraded on 5-16-05)	250,000	250,000	57,084
11/18/2004	OUHSC	Increase to the CMRI#13 Tripp Lewallen Endowed Chair in Hematology	165,000	165,000	30,869
6/7/2001	Rose	Increase to James F. Howell "Country Lawyer" Lectureship	25,000	25,000	9,467
12/6/2002	RSU	Increase to the John W. Norman Endowed Chair in Business Information Technology	45,947	45,947	10,085
9/1/2005	RSU	Oliver Dewey Mayor Endowed Chair	250,000	250,000	17,146
2/15/2005	SEOSU	John Massey Chair in Business #7	250,000	250,000	22,193
8/7/2000	SEOSU	Increase/Upgrade Medical Center of Southeastern Oklahoma Professorship	100,000	100,000	21,934
11/24/2004	SEOSU	Chickasaw Nation Endowed Chair in Business Management	250,000	250,000	46,771
12/20/2005	SEOSU	John Massey Chair in Business #8	250,000	250,000	4,590
11/4/2004	SWOSU	Flossie Hagin Chair in Chemistry	250,000	250,000	46,771
11/4/2004	SWOSU	Guy Hagin Endowed Chair in Biology	250,000	250,000	46,771
2/14/2005	TCC	Unit Corporation Lectureship	25,000	25,000	2,219
12/20/2005	UCO	Michael Metzer Professorship in Economics	125,000	125,000	2,295
7/14/2004	USAO	Lectureship Program	100,000	100,000	22,834
1/9/2006	WOSU	Great Plains Medical Center Lectureship in Nursing	50,000	50,000	0
6/1/2004	WOSU	Chesser Family Lectureship	25,000	25,000	4,940
		System Totals	56,167,544	56,167,544	17,149,491

AGENDA ITEM # 19:

Experimental Program to Stimulate Competitive Research (EPSCoR).

SUBJECT: Approval of Matching Funds for the Department of Energy

RECOMMENDATION:

It is recommended that the State Regents approve EPSCoR matching funds in the amount of $175,000 to Oklahoma State University for the third year of a three-year Department of Energy project.

BACKGROUND:

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

For FY 2006, the State Regents approved an allocation of $2,699,647 for Oklahoma EPSCoR projects.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy and actions.

ANALYSIS:

In July 2003, the Chancellor, in his role as Chairman of the EPSCoR Advisory Committee, endorsed the proposal "Oklahoma Center for High Energy Physics Research" at Oklahoma State University. The proposal was submitted to the U. S. Department of Energy and received approval in April 2004. The U.S. Department of Defense will provide funding from August 2004 to August 2007 in the amount of $1,080,000 and the Regents' EPSCoR allocation will provide matching funds of $175,000 per year for three years, a total of $575,000. This approval of $175,000 is for the final year of the three-year project.

It is recommended that the State Regents approve the commitment of these matching funds for this Department of Energy award to Oklahoma State University.

AGENDA ITEM # 20-a:

> **Policy.**

SUBJECT: Adoption of Permanent Rule Amendments.

RECOMMENDATION:

> **It is recommended that the State Regents adopt the proposed permanent rule amendments for the Administrative Operations - Purchasing.**

BACKGROUND:

The Purchasing Department of the Oklahoma State Regents for Higher Education (OSRHE) is responsible for the acquisition of all goods, equipment and services for the operation of the Oklahoma State Regents for Higher Education, authorized by 70 O.S. §3206. The State Regents is exempted from all provisions of the Oklahoma Central Purchasing Act by 74 O.S. 85.3A. All acquisitions of the State Regents are made pursuant to the State Regents' approved Purchasing Policy and in accordance with the permanent rules as defined in the Administrative Procedures Act.

The proposed rule amendments were posted at the State Regents' January 12, 2006 meeting.

POLICY ISSUES:

The proposed rules changes set forth and clarify the necessary instructions and guidelines for vendors or other interested parties regarding the purchasing processes for the OSRHE. The purposes of the rules are:

- To establish consistent purchasing practices and procedures for operations of the Oklahoma State Regents for Higher Education;
- To achieve economies and efficiencies and make the most effective use of public funds;
- To encourage competition and ensure fair and equitable treatment among vendors; and
- To insure the quality and integrity of the purchasing process.

ANALYSIS:

The amendments do not modify existing expenditure controls. All purchases over $25,000 will continue to be reported to the State Regents and all purchases in excess of $100,000 will continue to be presented for board approval. Rather, amendments to the Administrative Operations – Purchasing Rules recommended in the interests of efficiency include exemptions from competitive bids for several selected services and for certain contract renewals. Most of the requested changes are minor edits and clarifications of terminology. Substantive amendments include:

1. **Expanding the types of professional services exempt from competitive bidding requirements to include professional services of investment mangers, investment consultants and actuaries; and personal services of speakers and lecturers up to $10,000**.

    Currently, the Regents' policy exemption applies only to licensed professions, such as physicians, attorneys and certified public accountants, as listed in 18 O.S. § 803 (6). The proposed policy amendment would permit Regents to decide on a case by case basis if they desire to use a competitive bid or an alternate review and selection process. The selection process for investment services will be added also to the OSRHE Investment Policy and will include a provision for utilization of a system of competitive bidding, to the extent practicable.

    The selection of speakers and lecturers (up to $10,000) would also be more appropriately accomplished outside of the normal competitive bidding requirements. The approval of the Chancellor or the Chancellor's designee would continue to be required for professional and personal service contracts.

2. **Adding certain utility services and certain contract renewals as acquisitions exempt from the competitive bidding requirements.**

    The rule change will allow for the acquisition of utility services, without competitive bid, when a state or federal regulatory commission regulates the utility service rates.

    The rule change will also allow the Chancellor or the Chancellor's designee to waive bidding requirements for renewals and renegotiations of contracts when the extension or reinstatement of an existing contract would prove more cost effective and beneficial. The amended policy requires detailed justification. The requesting unit must provide a written statement of justification supporting that (1) the continuance of the existing business relationship remains advantageous to the State Regents and/or institutions; and (2) a conversion to a competing vendor would be financially impractical both in terms of the prohibitive cost of the conversion and the market place vulnerability that would likely result. This exemption is anticipated to only apply in situations where major services have been outsourced and changing vendors or undergoing a system conversion would be cost prohibitive in terms of funding and/or staff resource availability. Examples of such existing contracts are the contract for the Student Loan System Provider and the contract with XAP for the Student Information Portal.

    a. **Clarifying authority for the negotiation process.**
        The new rule will assign authority to the Purchasing Director or the Purchasing Director's designee to negotiate contracts on behalf of the Oklahoma State Regents and OneNet per 610:1-11-20 and 610:1-11-21. The Purchasing Director or the Purchasing Director's designee will designate a negotiation team and will serve as the lead negotiator.

    b. **Changing the requirements for purchases between $2,501 and $25,000.**

        The rule change will continue current policy of requiring informal bids to be solicited from three (3) vendors, but reduce the required number of quotations from three (3) to two (2). This change will allow for the consideration of "no-bid" responses.

c.   **Expanding the training exemption from competitive bid.**

Currently, employee training to ensure continued performance of hardware, software, or telecommunications equipment is exempt from competitive bidding. The rule change will expand the exemption to all types of training that meet the criteria established.

Some additional edits relating to grammar, punctuation and terminology have been made since this item was posted at the January 2006 State Regents' meeting.

SUBCHAPTER 11. PURCHASING

610:1-11-2. Purchasing Authority for OneNet Statewide contracts [RENUMBERED TO 610:1-11-20]
(a) The Department of Central Services shall recognize as a statewide contract an unencumbered contract consummated in behalf of the telecommunications network known as OneNet by the Oklahoma State Regents for Higher Education or any other state entity assigned responsibility for OneNet; provided, said recognition shall require recommendation by the Information Services Division of the Office of State Finance. The Department of Central Services shall not subject purchases pursuant to said contracts to any quantity limit. [74 O.S., §85.9E. A.]
(b) The Oklahoma State Regents for Higher Education and any other state entity assigned responsibility for OneNet are authorized to negotiate for education or government discounts from published price listings and to make contracts at such prices subject to adjustment for price increases nationally published. [74 O.S., §85.9E. C.]

610:1-11-4. General contracting and purchasing provisions
(a) Acquisitions for the State Regents will be as follows:
(1) Direct purchase order for goods and services to the vendor within the authorized dollar amounts and other limitations contained in this Chapter.
(2) Formal bid process
(3) Purchases may be made from purchase orders or purchase contracts or at a price equivalent to purchase order or purchase contracts that have been awarded to a vendor(s) on the basis of competitive bids by any of the following entities:
(A) Oklahoma Department of Central Services;
(B) Colleges, and universities, and other entities within the state system;
(C) General Services Administration; and
(D) Educational purchasing consortia.
(b) Purchases exempt from competitive bidding requirements:
(1) Emergency purchases
(2) Memberships and Subscriptions
(3) Services of Licensed Professionals per 610:1-11-16
(4) Sole Source Purchases
(5) Training
(6) Utility Services per 610:1-11-19
(7) Contract Renewals per 610: 1-11-21

610:1-11-5. Vendor registration
(a) Any vendor wishing to do business with the State Regents should be on the vendor bidder list maintained by the Purchasing Department of the Oklahoma State Regents for Higher Education. Any vendor who wants to be on the bidder list must register with the Purchasing Division at the State Regents to receive copies of bids for the commodities or services which that the vendor wishes to sell. All vendors are eligible for consideration.
(b) Vendors wishing to be added to the bidders list should write, fax, or visit the Purchasing Department and provide information about the company and the products or services that the vendor is interested in providing to the Regents.
(c) Upon receipt of this information from the vendor, Purchasing personnel will ascertain what the classification(s) the vendor has identified an interest in supplying and will then enter the information into the Purchasing Data System. As a service to the vendor, the vendor will be notified mailed copies of the Invitation to Bid (ITB) or Request for Proposal (RFP) for those products and services for which the vendor is registered.

(d) It is the responsibility of the vendor to update ~~it's the~~ vendor's Purchasing Department file on an ongoing basis. Purchasing will retain all vendor information on file for three years.

610:1-11-6. Vendor retention and removal from bidders list
(a) ~~To ensure a mutually beneficial relationship between vendors and the State Regents, it may become necessary to remove a vendor from the active vendor list.~~ The Purchasing Director may remove a vendor from the bidder list for the reasons identified in section (b).
(b) Removal from the bidder~~s~~ list may be considered for the following:
    (1) Failure to respond to an Invitation to Bid or Request for Proposal. (A "NO Bid" response is considered a response.)
    (2) Repeated or unexplained failure on the part of the vendor to meet promised and/or required delivery dates and prices.
    (3) Delivery by the vendor of substitutes in lieu of the items(s) specified on the approved bid and/or purchase order.
    (4) Failure to meet EEOC and other requirements mandated by public legislation or the State Regents.
    (5) Problems created by the vendor regarding incorrect or inappropriate billing adjustment for goods and/or services furnished.
    (6) Failure to support purchase products by not supplying necessary information, required maintenance and/or parts.
    (7) A conviction or plea of guilt to a felony involving fraud, bribery, corruption or sales to the state or to any of its political subdivisions.
(c) Vendor may petition the Purchasing Director for reinstatement. ~~Such a~~ A vendor who has been removed has the burden of demonstrating that ~~it~~ the vendor has the capability to responsibly do business with the state, and the conditions leading to ~~its~~ the vendor's removal have been remedied.

610:1-11-7. Competitive bidding
    The competitive or formal bidding process requires that vendors submit sealed bids in accordance with detailed specification~~s~~ of the goods or services to be purchased. Bids are to be awarded to the vendor ~~that~~ who submits a bid meeting specifications and ~~which~~ who offers the best value to the state.
    (1) Submission of bids.
        (A) If a vendor wishes to submit a bid in response to the solicitation ~~on the item(s) listed in an ITB~~, the vendor shall complete the bid according to the instructions provided with the ~~ITB~~ solicitation. It is the vendor's responsibility to read and understand the instructions and terms and conditions provided with the ~~invitation to bid~~ solicitation. Failure to comply with the instructions and terms and conditions in the ~~ITB~~ solicitation may disqualify the bid. Any questions should be directed to the Purchasing Director ~~of Purchasing~~ listed on the ~~bid~~ solicitation.
        (B) If the vendor does not wish to bid ~~on the items~~, the vendor should provide written notification of a "No Bid" to the Purchasing Director. ~~fill in the vendor name, address, and write "No Bid" in the unit price column and return the bid to Purchasing.~~
        (C) It is the responsibility of the vendor to ensure delivery of a bid to the Purchasing Director at or prior to the designated time on the ~~ITB~~ solicitation. The Oklahoma State Regents for Higher Education will not be responsible for, or accept late bids.
    (2) Bid openings.
        (A) All sealed bids will be stamped with the time and date upon receipt at the office of the Purchasing Director. The bids will be placed in a secured bid file until time for the scheduled bid opening. Access to the file is limited to the Purchasing Director or designee until the bid opening.
        (B) Bids will be opened at the designated date and time of closing by State Regents purchasing personnel. A bid opening record will be completed and maintained in the bid file.
        (C) Prior to the bid opening, a~~A~~ vendor and/or interested parties ~~prior to the bid opening~~ may request a public opening~~s~~.
        (D) No award will be made at routine or public openings. Award recommendations are made in writing upon conclusion of the bid evaluation.

(E) All bids responses are open to the public during normal working hours, after the bid opening, and in accordance with 5l O.S. ~~1991~~, § ~~Sections~~ 24A.1 et seq., as amended. Copies <u>of bid responses</u> may be requested in writing from the Purchasing Director.

(3) Award of bid.

(A) <u>The</u> Purchasing <u>Director</u> has the right to waive minor deficiencies or informalities in a bid provided that~~, in the Purchasing Director's judgment,~~ the best interest of the State would be served without prejudice to the rights of the other bidder(s).

(B) <u>The award of a tie</u> ~~Tie~~ bids ~~may develop between bidders. If these bidders are equal in price and all specifications, the award~~ will be determined by a coin toss. ~~or by a series of coin tosses.~~

~~(C) If the ITB specifies that the bid evaluation criteria is lowest and best, the bid will be evaluated by applying the following criteria:~~

~~(i) Lowest total purchase price. The bid price shall be a firm fixed price for each acquisition the ITB specifies for the duration of the contract period.~~

~~(ii) Quality and reliability of the acquisition. Additional factors regarding the responsiveness of the bid and the responsibility of the bidder shall be considered.~~

~~(iii) Consistency of the proposed solution with state agency objectives. The State Regents shall determine if the bid meets the specifications of the ITB and determine the consistency with state agency planning documents and announced strategic direction.~~

~~(D) The State Regents reserve the right to implement criteria of "Best Value" in the bid award process as outlined in 74 O.S., 1998, Section 85.7.~~

<u>(C) Solicitations will be evaluated by applying the following criteria:</u>

<u>(i) Invitations to Bid (ITB) will be opened in public, and award will be made to the lowest price, responsible, responsive bidder meeting bid terms and specifications.</u>

<u>(ii) Requests for Proposals (RFP) will be evaluated, normally by committee, and award of a contract will be based on "best value."</u>

<u>(iii) Requests for Information (RFI) submittals will be evaluated, normally by committee, and the information may be utilized in drafting a formal solicitation.</u>

~~(E)~~ <u>(D)</u> The State Regents reserve the right to accept by item, group of items, or by the total bid, as specified in the ~~ITB~~ <u>Solicitation</u>.

~~(F)~~ <u>(E)</u> The State Regents reserve the right to reject in part or whole any bid.

~~(G)~~ <u>(F)</u> No award will be made if the State Regents determines the lowest bid total<u>s</u> more than the money available for purchase or if the lowest bid exceeds the reasonable market price.

~~(H)~~ <u>(G)</u> The State Regents will send a purchase order or a notice of award as acceptable notification of a valid and binding contract with a vendor.

~~(I)~~ <u>(H)</u> All awards will be made under the terms and conditions specified in the ~~ITB~~ <u>Solicitation</u> .

~~(J)~~ <u>(I)</u> The ~~ITB~~ <u>Solicitation</u> together with the successful vendor's responsive bid shall constitute a binding contract and will be interpreted under Oklahoma law.

~~(K)~~ <u>(J)</u>   All ethics rules and laws related to conflicts of interest and doing business with public officials apply to any acquisition by the State Regents.

(4) Award protests.

(A) Any bidder may protest the award of a bid. A protest may be based <u>upon</u>, but is not limited to, the following:

(i) Error in the calculation of price<u>;</u>

(ii) The bid of the successful vendor did not meet the bid specifications<u>;</u>

(iii) The bidding procedure was done in violation of the State Regents<u>'</u> rules; or

(iv) State Regents<u>'</u> personnel handling the bidding procedure acted in a willful or capricious manner.

(B) After the award is made, the protesting bidder shall submit written notice to the State Regents' Purchasing Director, within seven (7) days of reasonable notice of contract award. The protest notice shall state supplier facts and ~~reasons~~ <u>basis</u> for protest.

(C) The Purchasing Director shall review the protest and contract award documentation, and respond to the vendor.

(5) Administrative review.

(A) If the protesting bidder does not agree with the Purchasing Director's decision on the ~~challenge~~ protest of award, the protesting bidder may request an administrative review. Any protesting bidder may appeal a decision by the Purchasing Director to the Chancellor. In order for the ~~claim~~ protest to be eligible for administrative review, the ~~appeal~~ protest must have ~~been through the protest award process as per~~ complied with 610:1-11-7(4).

(B) The protesting bidder must file a notice of appeal within seven (7) working days of the date of the letter notifying the bidder of the decision by the Purchasing Director to the ~~challenge~~ protest of award ~~by the protesting bidder~~, or of the postmark of such letter, whichever is later. The letter shall contain the following:

 (i) The letter must state all the facts and arguments giving rise to the claim of controversy and the appeal.

 (ii) The letter must also state clearly and separately the alleged error by the Purchasing Director or other State Regents' personnel and the relief sought with the appeal to the Chancellor.

 (iii) The letter must clearly and separately state that the vendor is requesting an opportunity to be heard in pursuit of the appeal.

(C) Upon receipt of a properly perfected notice of appeal, the Chancellor shall review the appeal himself or appoint a designee to conduct the administrative review. The Chancellor may appoint any officer of State Regents or may appoint an attorney licensed to practice law to conduct the review. The person conducting the review shall promptly set a time period in which a review will be conducted that will ~~be not more than~~ not exceed forty-five (45) days ~~in length beginning~~ from the date the notice is filed. The person conducting the administrative review will set a date ~~in~~ on which the vendor must produce or identify all the documents or other supporting data (verbal or written) ~~which~~ that supports his appeal, which date must be within the forty-five (45) day time period above. The person conducting the administrative review may schedule a meeting with the vendor to discuss the appeal and issues raised, and will examine all such documents and supporting data.

(D) Within twenty (20) working days after the administrative review period, the person conducting the administrative review shall make a written recommendation for decision to the Chancellor for contracts/purchases within the Chancellor's purchasing authority or to the State Regents for contracts/purchase exceeding that limit. For decisions that will be made by the Board, such matters shall appear on the agenda of the next regularly scheduled meeting. Either the Chancellor or the Board, given those parameters, shall render the final agency decision, and staff shall notify the protesting bidder and the apparent successful bidder of the decision by certified mail. The decision shall include findings of the fact and conclusions of law supporting the decision to uphold the award or set the award aside.

610:1-11-9. Group purchasing acquisitions [REVOKED]

~~Alternatives to the formal bid process. Purchases may be made from purchase orders or purchase contracts or at a price equivalent to purchase order or purchase contracts that have been awarded to a vendor(s) on the basis of competitive bids by any of the following entities:~~

 ~~(1) Oklahoma Department of Central Services~~
 ~~(2) Colleges and universities within the state system~~
 ~~(3) General Services Administration~~
 ~~(4) Educational purchasing consortia~~

610:1-11-13. Purchases between $2,501 and $25,000

Purchases between $2,501 and $25,000 may be made on the basis of an informal bid process. Purchases made on this basis require price solicitations ~~quotations~~ from a minimum of three (3) vendors, with a minimum of two (2) price quotations being received. All price quotations must be supported by documentation of telephone solicitations or facsimile transmission from the vendors.

610:1-11-14. Purchases in excess of $25,000

Purchases in excess of $25,000 must be reported to the Budget & Audit Committee, which may choose to forward them to the full board for approval. These purchases shall be made on the basis of one of the following processes:

(1) Formal ~~bid~~ solicitation process.

(2) Alternatives to the formal bid process. Purchases may be made from purchase orders or purchase contracts or at a price equivalent to purchase order or purchase contracts that have been awarded to a vendor(s) on the basis of competitive bids by any of the following entities:

(A) Oklahoma Department of Central Services;

(B) Colleges, ~~and~~ universities, and other entities within the state system;

(C) General Services Administration; and

(D) Educational purchasing consortia.

~~(3) Request for Proposal process~~.

610:1-11-16. Professional and Personal services contracts

The following types of professional service contracts ~~A contract for the personal services of a physician, architect, attorney, certified public accountant, professional engineer, land surveyor, or other licensed professional as defined in 18 O.S., § 803(6)~~ may be awarded without competitive bidding, except as may be otherwise provided by law applicable to the State Regents. All requests for the services ~~of a specific licensed professional~~ must be supported by a written statement from the requesting unit justifying the selection. The requesting unit must consider the specific needs of the agency, the ability of the individual or firm to meet those needs in a timely manner, and the cost of the services. All contracts for professional services must be approved by the Chancellor or the Chancellor's designee.

(1) A contract for the personal services of a physician, architect, attorney, certified public accountant, professional engineer, land surveyor, or other licensed professional as defined in 18 O.S., § 803(6).

(2) Professional services of investment managers, investment consultants and actuary services.

(3) Personal services of speakers and lecturers up to $10,000.

610:1-11-17. Training

Employee training services may be acquired without competitive bidding if necessary to accommodate the needs of the agency. ~~and to ensure continued performance of hardware, software, or telecommunications equipment.~~ The requesting unit must provide written justification for an exemption from the competitive bidding requirements. The requesting unit should consider (1) employee work schedules, (2) potential for interruptions in service, (3) cost of interruptions in service, and (4) the number of employees already trained for the particular purpose. All acquisitions under this section must be approved by the Chancellor or the Chancellor's designee.   The Chancellor will require a periodic review of all costs associated with employee training services, including any associated travel expenses, to ensure that the costs are reasonable.

610:1-11-18. Membership and Subscriptions [NEW]

Memberships in organizations and subscriptions to publications may be acquired without competitive bidding. The Chancellor or the Chancellor's designee must approve all requests. Periodically, the Chancellor will require a review of all memberships and subscriptions to ensure that they continue to serve the best interest of the agency.

610:1-11-19. Utilities [NEW]

Utility services where rates are regulated by a state or federal regulatory commission may be acquired without competitive bidding.

610:1-11-20. Purchasing Authority for OneNet Statewide contracts

(a) The Department of Central Services shall recognize as a statewide contract an unencumbered contract consummated in behalf of the telecommunications network known as OneNet by the Oklahoma State Regents for Higher Education or any other state entity assigned responsibility for OneNet; provided, said

recognition shall require recommendation by the Information Services Division of the Office of State Finance. The Department of Central Services shall not subject purchases pursuant to said contracts to any quantity limit. [74 O.S., §85.9E. A.]
(b) The Oklahoma State Regents for Higher Education and any other state entity assigned responsibility for OneNet are authorized to negotiate for education or government discounts from published price listings and to make contracts at such prices subject to adjustment for price increases nationally published. [74 O.S., §85.9E. C.]

610:1-11-21. Contract Renewals [NEW]
The Chancellor or the Chancellor's designee may waive bidding requirements for renewals and renegotiations of contracts when the extension or reinstatement of an existing contract would prove more cost effective or beneficial. The requesting unit must provide a written statement of justification supporting that (1) the continuance of the existing business relationship remains advantageous to the State Regents and/or institutions; and (2) a conversion to a competing vendor would be financially impractical both in terms of the prohibitive cost of the conversion and the market place vulnerability that would likely result.

610:1-11-22. Negotiation Authority [NEW]
The Purchasing Director or Purchasing Director's designee may negotiate contracts on behalf of the Oklahoma State Regents and OneNet per 610:1-11-20 and 610:1-11-21. The Purchasing Director shall designate a negotiator or negotiation team, and will serve as the lead negotiator for the negotiation process.

AGENDA ITEM # 20-b:

      Policy.

SUBJECT: Adoption of Permanent Rule Amendments.

RECOMMENDATION:

> **It is recommended that the State Regents adopt the proposed permanent rule amendments redefining the operating guidelines concerning the amount awarded in the Chancellor's Scholarship Program and renaming the program to the Chancellor Hans Brisch Scholarship Program.**

BACKGROUND:

The State Regents, at their January 21, 1990 meeting, approved a basic outline of the Chancellor's Scholarship Program. At the March 25, 1990 meeting, a set of guidelines was approved for the operation of the Program.

ANALYSIS:

Chancellor Risser has requested that the amount of the award be increased from $1,000 to $2,000. This will be the first increase since the program began more than 15 years ago.

POLICY STATEMENT ON

~~CHANCELLOR'S~~ CHANCELLOR HANS BRISCH SCHOLARSHIP PROGRAM

A ~~Chancellor's~~ Hans Brisch Scholar shall be an entering freshman in college with high academic achievement in high school, outstanding leadership characteristics and a commitment to the enhancement of the community. Evidence of this commitment will be demonstrated through his or her involvement in the initiation of a program or project in his/her school or community which resulted in an improvement of the learning environment of the school or the social betterment of the community.

While the controlling criteria for this award shall be as stated above, the program will include students with a diversity of geographic, ethnic and economic background and who plan to pursue a variety of programs of study in institutions across the state.

The program will operate under the following general principles:

1.   Only students attending Oklahoma public institutions of higher education are eligible.

2.   The program will be funded through accrued interest on private donations.

3.   The funds will be held within the State Regents' Trust for Academic Scholars.

4.   The scholarship program will not start until sufficient accrued interest has accumulated.

5.   The scholarship will be a one-time award ~~of $1,000~~.

_____

Adopted March 25, 1990, amended January 12, 2005.

SUBCHAPTER 3. ~~CHANCELLOR'S~~ CHANCELLOR HANS BRISCH SCHOLARSHIP PROGRAM

610:25-3-3. General principles for operation of program
   The Chancellor~~'s~~ Hans Brisch Scholarship Program will operate under the following general principles:
   (1) Only students attending Oklahoma public institutions of higher education are eligible.
   (2) The program will be funded through accrued interest on private donations.
   (3) The funds will be held within the State Regents' Trust for Academic Scholars.
   (4) The scholarship program will not start until sufficient accrued interest has accumulated.
   (5) The scholarship will be a one-time award ~~of $1,000~~.

AGENDA ITEM # 21:

Concurrent Enrollment Tuition Waiver.

SUBJECT: Revisions to Tuition Policy

RECOMMENDATION:

> **It is recommended that the State Regents approve the revisions to the tuition policy regarding tuition waivers for concurrently enrolled high school seniors.**

BACKGROUND:

Title 70 O. S. 2004 Supp., Section 3218.12 authorizes the State Regents to establish a system of student scholarships. Each institution is authorized to award scholarships to residents of the state of Oklahoma from Educational and General Budget – Part I funding in the form of resident tuition waivers each year not to exceed three and five-tenths percent (3.5%) of their total E&G - Part I budget. In addition, the State Regents and/or the legislature have authorized tuition waiver scholarships for specific purposes such as auditing of classes by senior citizens; former prisoners of war, Academic Scholars, etc. which are not subject to the 3.5 percent requirement.

The State Regents approved a pilot program for concurrent enrollment tuition waivers for the 2005 fall and 2006 spring semesters to help qualified students earn college credit while still in high school. The pilot program requires Oklahoma higher education institutions to waive tuition for up to six credit hours per semester for each concurrently enrolled high school senior. The pilot program exempts the concurrently enrolled seniors' tuition waivers from the 3.5% limitation.

Institutions have requested notice of State Regents' intentions regarding reimbursement, as they commence enrollment for the summer term. The recommended policy change would continue the provisions of the pilot program and clarify the definition of a senior.

POLICY ISSUES:

The proposed revisions to State Regents' policy are consistent with the State Regents' policy as well as the facts upon which the Public Agenda for Higher Education was established in an effort to increase the number of college graduates in Oklahoma, strengthen Oklahoma's economy, and enhance the quality of life and financial security for Oklahomans.

ANALYSIS:

Institutions report active interest in a program for concurrently enrolled high school seniors on the part of school districts and parents of students. Concurrent enrollment increased systemwide by approximately 30 percent in the 2005-06 academic year, serving 3,379 students in the fall semester and 4,050 in the spring semester. The number of credit hours increased proportionately, from 25,714 to 33,334.

It is recommended that the State Regents reimburse institutions for concurrently enrolled tuition waiver scholarships for high school seniors, subject to availability of state funding from the FY07 appropriation.

The scholarships would be limited to six hours per semester, including the summer term. The Governor's budget recommendation included $2.5 million, the amount State Regents requested.

The changes have been incorporated into the tuition policy, which is attached.

IV. WAIVER OF TUITION

A. **Policy Relating to Resident Tuition Waiver Scholarships.** Pursuant to 70 O.S. 2001, Section 3218.12, as amended by Section 5 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, authorizing the State Regents to establish a system of student scholarships, the following policy of resident tuition waiver scholarships is hereby authorized for each institution in The State System. Except as provided below, it is the intent of this policy to provide assistance to Oklahoma students with demonstrated financial needs and to promote excellence of scholarship throughout all of the academic and professional fields of study. It is further intended that this program provide equitably for students at all academic levels from the freshman year through the graduate study. Also, insofar as is practicable, awards should be distributed so as to be supportive of the state's needs and demands for trained manpower in the various career and occupational areas. Finally, assistance under this program should be utilized to promote equity of treatment for those students in fields without access to funds from other student assistance programs.

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

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

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

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

   d. Scholarships shall be available to students regardless of the number of credit hours in which they are enrolled, as well as to high school students who are concurrently enrolled. Tuition waiver scholarships may also be awarded to students enrolled in on-line courses and other special students.

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

2. Each institution is authorized to award scholarships to residents of the state of Oklahoma from the Educational and General Budget - Part I in the form of resident tuition waivers, the total amount of which shall not exceed three and five-tenths (3.5) percent of the total E&G Budget - Part I for the current year. Nothing in this policy shall disqualify a student from receiving a tuition waiver scholarship on the basis of immigration status if the

student qualifies for resident tuition under the provisions of Senate Bill No. 596 of the 2003 Session, its codification, or amendments thereto.

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

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

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

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

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

2. A "dependent" means any child whose parent served as a prisoner of war or was declared by the United States Armed Forces to be a person missing in action. A "dependent" child ceases to be eligible for benefits when he/she turns twenty-four (24) years old.

3. Dependents of prisoners of war, persons missing in action, or persons reclassified as killed in action are not eligible for this benefit if federal funds are provided to pay their tuition.

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

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

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

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

f. **Waiver for Oklahoma State Regents Academic Scholars Program.** Institutions shall waive resident tuition for Oklahoma residents and may elect to waive tuition for nonresident students who are recipients of the Oklahoma State Regents' Academic Scholars Program scholarship in an amount that, when added to the State Regents' cash award and any other state or federal financial aid for which the student qualifies, is sufficient to comply with the provisions of 70 O.S. 2001, Section 2403(C) and (E). Eligible recipients may be granted waivers of tuition for up to five (5) years of undergraduate and/or graduate study.

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

h. **Waiver for Students in Custody of the Department of Human Services (Independent Living Act).** As established in 70 O.S. 2001, Section 3230, State System institutions are authorized to waive the resident tuition for any eligible

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

i. **Waiver for Active Duty Military Personnel and Their Dependents**. State System institutions shall waive the nonresident tuition of active-duty military personnel stationed in Oklahoma, of their spouses and of their dependent children so long as the military personnel are stationed in the state in full-time military service and under military orders. Dependents of military personnel who have not established residency according to the provisions of Part II, Chapter 2, Section 6 of the State Regents' policy statement on "Residence Status of Enrolled Students in the Oklahoma State System of Higher Education" may continue their eligibility for the waiver if the military personnel are subsequently stationed out-of-state.

j. **Waiver for Concurrently Enrolled High School Seniors**. State System institutions shall waive up to six credit hours of tuition per semester or summer term for all eligible high school seniors concurrently enrolled. Students will be responsible for any applicable fees as well as the cost of books and supplies. State Regents will reimburse institutions for these scholarships, subject to availability of state appropriations. Student eligibility will be governed by State Regents' admissions policy; provided, "high school senior" means a student who has completed the junior year but who has not yet graduated.

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

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

Approved by the State Regents for Higher Education on January 30, 1961. Revised on June 17, 1966; April 29, 1968; September 17, 1973; September 22, 1975; July 26, 1976; March 27, 1978; May 21, 1982; September 28, 1983; March 26, 1985; September 18, 1989; December 17, 1990; March 12, 1992; June 28, 1995; and May 31, 1996. Amended June 29, 2001; May 30, 2003; May 28, 2004; June 30, 2004; and March 23, 2006.

AGENDA ITEM # 22:

Cimarron Broadband Project.

Not Available Electronically.

Not Available Electronically

Resolution

Whereas, state appropriations for the Oklahoma State System for Higher Education represent an investment by the citizens of Oklahoma in the state's future by providing the education necessary for students to succeed in the competitive global economy;

Whereas, students attending Oklahoma public colleges are currently funded at a level that is $1,212 <u>less</u> than the average for public college students nationally;

Whereas, State Question 726, commonly referred to as the Taxpayer's Bill of Rights or TABOR, proposes to amend the Oklahoma Constitution to implement a new state spending limit that could impact future state funding for higher education;

Whereas, State Question 726 could be placed on the state ballot on November 7, 2006 or an earlier special election date if so called by the Governor;

Whereas, in November 2005, Colorado voters approved the suspension of a similar TABOR law for five years in response to concerns about the law's impact on the state;

Whereas, a TABOR law in Oklahoma could possibly perpetuate the under-funding of higher education to the detriment of Oklahoma's future;

Whereas, the citizens of Oklahoma have already approved constitutional provisions requiring a balanced state budget, restricting the ability of the Legislature to raise taxes, and creating a Constitutional Reserve Fund to help stabilize the state budget;

Whereas, state law prohibits the use of public resources to advocate the passage or defeat of a state ballot measure;

Now therefore be it resolved that the Oklahoma State Regents for Higher Education encourage all Oklahomans to be informed about the potential impact of SQ 726 as it pertains to future state funding support for the Oklahoma State System for Higher Education;

Be it further resolved that the Oklahoma State Regents for Higher Education hereby authorize and direct the Chancellor and appropriate staff members to disseminate factual information related to the potential impact of SQ 726 on Higher Education in Oklahoma;

Be it further resolved that the factual dissemination of information by the Chancellor and staff, authorized and directed herein, shall conform to applicable state law standards prohibiting the advocacy by public officials of a yes or no vote on state ballot measures;

Be it further resolved that this resolution shall be distributed to normal media outlets.

AGENDA ITEM # 23:

> **Commendations.**

SUBJECT: Staff Recognitions.

RECOMMENDATION:

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

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

- **Dr. Kermit R. McMurry**, Vice Chancellor for Student Services, was appointed by Governor Brad Henry to serve on the Governor's Transformation Advisory Board which provides advice on public policy that improves accessibility, quality and coordination of mental health and substance abuse services among different state agencies and the local communities; was re-appointed by Governor Brad Henry to the Oklahoma Commission on Children and Youth; was the featured speaker on radio station KTLV during the celebration of Black History Month; and was selected to serve as a peer reviewer for the 2006 Talent Search Program by the United States Department of Education.

- **Dr. Shelley Howell**, Director, Academic Policy and Administration, **Barbara Painter**, Coordinator for Academic Affairs, and **Kiki McWilliams**, Scholarship Administrator, were each awarded the Certificate of Professional Achievement as a Prior Learning Assessor and the Certificate of Mastery in Prior Learning Assessment for completing a four-course sequence of Prior Learning Assessment training through DePaul University's Continuing and Professional Education Courses. The four online workshops covered the development of portfolio assessment programs using the standards set by the Center for Adult and Experiential Learning (CAEL).

- **Goldie Thompson**, Coordinator for the Minority Teacher Recruitment Center, was invited to be one of three presenters in sessions held February 6-7 at Pryor High School, Watts Middle School, Westville High School, and Westville Middle School. Thompson and two professors from the University of Central Oklahoma gave 5 presentations geared toward careers in education, college readiness, leadership and academic preparation to approximately 156 students.

- **Angela Caddell**, Director of Oklahoma Money Matters (OKMM) and **Jack Hedrick**, OKMM Outreach Coordinator, presented the financial literacy program at the TEAM Oklahoma Conference on January 26. TEAM is a gathering of all national service programs in Oklahoma. The session focused on expanding the capacity of national service programs through community partnerships and integrating personal finance education.

- **Dr. Debra Stuart** has been invited to participate in one of five panels at the centennial celebration of the Carnegie Foundation for the Advancement of Teaching on June 1-2 at Princeton University. The conference, entitled *Inspiring a New Century of Excellence in Teaching and Assessment*, will involve invited leaders, scholars and parishioners discussing

assessment trends impacting individuals, institutions, society, policies and practices leading to equity and excellence.

- **Chancellor Paul Risser,** received a Resolution from the Oklahoma House of Representatives for his dedication to higher education and to the State of Oklahoma; was a guest speaker for the Oklahoma Association of Community Colleges, Poteau Rotary Club, the executive staff of Carl Albert State College; participated in interviews with *The Oklahoman* and the *Tulsa World* editorial board; gave presentations to Oklahoma Christian University and the High School to College and Career Transition Education Forum at Senator Susan Paddack's request; and attended the Alumni Hall of Fame event at the ConocoPhillips OSU Alumni Center.

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

AGENDA ITEM # 24:

      Executive Session.

      Not Available Electronically.

AGENDA ITEM # 25-a:

Program Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

East Central University (ECU)
  1 option deletion

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

Oklahoma Panhandle State University (OPSU)
  1 option addition

Rogers State University (RSU)
  1 option addition

Carl Albert State College (CASC)
  19 degree program course requirement changes
  5 other program course requirement changes
  1 program course requirement change
  1 degree program name change

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

POLICY ISSUES:

These actions are consistent with the State Regents' "*Policy Statement on Program Approval.*"

ANALYSIS:

ECU – Master of Science in Human Resources in Human Resources (089)
  Option deletion:
  • delete the "vocational evaluation & work adjustment counselor" option due to declining enrollment;

- five courses will be deleted; and
- no new funds required.

NWOSU – Bachelor of Science in E-Commerce (063)

Degree program course requirement change:

- revise course curriculum structure, as well as amend course names and prefixes to provide students more in depth knowledge of at least one computer programming language;
- total number of credit hours for the degree will not change;
- one course will be added; and
- no new funds required.

OPSU – Bachelor of Technology (028)

Option addition:

- add a "computer graphics" option to prepare students for a career in digital entertainment which includes computer modeling, animation, game level design, and digital video editing and composition, as well as to increase enrollment in the degree program;
- four new courses will be added; and
- additional funds received through the OSRHE Program of Excellence Grant will be used for an additional faculty member and benefits.

RSU – Bachelor of Science in Business Administration (113)

Option addition:

- add an "entrepreneurship" option that will prepare students to achieve professional and personal goals in ownership of small to medium-sized businesses which will fulfill the forecasted local and global market needs;
- addition of this option is in response to student and employer demands documented by student surveys, enrollment trends, student profiles and demographic data, and occupational outlook information;
- four new courses will be added; and
- no new funds required.

CASC – Certificate in Business Technologies (049)

Program course requirement change:

- add a capstone course as it is required for all programs;
- total number of credit hours for the certificate will change from 33 to 34;
- one course will be added; and
- no new funds required.

CASC – Associate in Arts in Art (002)
Associate in Arts in English (014)
Associate in Arts in Pre-Journalism (020)
Associate in Arts in Music (026)
Associate in Arts in Speech/Theatre (035)
Associate in Arts in Social Science (036)
Associate in Arts in Sociology/Psychology (037)
Associate in Arts in Child Development (055)
Associate in Applied Science in Computer Technology (040)

Degree program course requirement changes:

- revise course curriculum structure and amend course selection guidelines to update course options and provide more appropriate opportunities for students, as well as standardize and clarify the degree plans;

- total number of credit hours for the degrees will not change;
- no new courses will be added or deleted; and
- no new funds required.

CASC – Associate in Arts in Pre-Elementary Education (013)
     Associate in Arts in Hotel Restaurant & Tourism Management (042)
     Associate in Applied Science in Hotel Restaurant & Tourism Management (059)
   Degree program course requirement changes:
- add a capstone course as it is required for all programs and amend course selection guidelines to standardize and clarify the degree plans;
- total number of credit hours for the degrees will change from 62-64 to 63-65;
- no new courses will be added or deleted; and
- no new funds required.

CASC – Associate in Arts in Health, Physical Education & Recreation (016)
   Degree program course requirement changes:
- revise course curriculum structure to provide a more defined degree plan for students and amend course selection guidelines to standardize and clarify the degree plan;
- total number of credit hours for the degree will not change;
- no new courses will be added or deleted; and
- no new funds required.

CASC – Associate in Arts in Pre-Law (030)
   Degree program name change and course requirement changes:
- change the program name to Associate in Arts in Pre-Law Criminal Justice;
- revise course curriculum structure and amend course selection guidelines to update course options and provide more appropriate opportunities for students, as well as standardize and clarify the degree plans;
- total number of credit hours for the degree will not change;
- no new courses will be added or deleted; and
- no new funds required.

CASC – Associate in Arts Pre-Secondary Education (034)
     Associate in Science in Biological Science and Zoology (004)
     Associate in Science in Mathematics (022)
     Associate in Science in Allied Health (032)
     Associate in Applied Science in Child Development (012)
   Other degree program changes:
- amend course selection guidelines to standardize and clarify the degree plans;
- total number of credit hours for the degrees will not change;
- no new courses will be added or deleted; and
- no new funds required.

CASC – Associate in Arts in Telecommunications (054)
     Associate in Science in Physical Science (028)
     Associate in Science in Pre-Medicine, Pre-Pharmacy, & Pre-Veterinary Medicine (031)
   Degree program course requirement changes:
- revise course curriculum structure to better clarify course requirements and provide more appropriate opportunities for students;
- total number of credit hours for the degrees will not change;
- no new courses will be added or deleted; and
- no new funds required.

CASC – Associate in Science in Pre-Engineering (029)
>Degree program course requirement change:
>- change the course prefix for the capstone course to correctly identify it for students and amend course selection guidelines to standardize and clarify the degree plan;
>- total number of credit hours for the degree will not change;
>- no new courses will be added or deleted; and
>- no new funds required.

CASC – Associate in Science in Applied Business Practices (057)
>Degree program course requirement change:
>- add a capstone course as it is required for all programs;
>- total number of credit hours for the degree will change from 63 to 64;
>- one course will be added; and
>- no new funds required.

OSU-OKC – Associate in Applied Science in Computer Information Systems (005)
>Option addition:
>- add a "computer game programming" option to provide students skills developed through computer programming and computer graphics to develop computer games;
>- two new courses will be added; and
>- no new funds required.

OSU-OKC – Associate in Applied Science in Public Safety (095)
>Degree program name change, option deletions and program requirement change:
>- change the program name to Associate in Applied Science in Emergency Management to align with current nomenclature;
>- delete the "first responder" and "emergency management" options as this program is better suited for certification;
>- revise course curriculum structure and amend course titles and prerequisites to align the program with current "best practices" already in place and as advocated by FEMA;
>- changes to the curriculum will mirror the program offered at Fredrick Community College, Maryland and Clackamas Community College, Oregon, as well as the technical occupational specialty course content will be the same as that offered through FEMA and the Emergency Management Institute;
>- total number of credit hours for the degree will change from 65 to 60;
>- five courses will be deleted; and
>- no new funds required.

OSU-OKC – Associate in Applied Science in Radiography Technology (099)
>Degree program name change:
>- change the program name to Associate in Applied Science in Radiologic Technology to align with current nomenclature;
>- no courses will be added or deleted; and
>- no new funds required.

AGENDA ITEM # 25-b:

Academic Nomenclature.

SUBJECT: Ratification of the University of Oklahoma (OU) institutional request to change nomenclature of an academic college.

RECOMMENDATION:

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

BACKGROUND:

OU requests ratification of its college name change from "College of Geosciences" to "College of Atmospheric and Geographic Sciences."

POLICY ISSUES:

This action is consistent with the State Regents' "*Approval of Changes in Academic Structure and Nomenclature at Institutions in the Oklahoma State System of Higher Education.*"

ANALYSIS:

The College of Atmospheric and Geographic Sciences defines more balance on the focus of meteorology with the breadth of geography and allows for future evolution of the College's programs. The new name best represents the mission and vision of the College.

AGENDA ITEM # 25-c:

       Capital.

SUBJECT: Ratification of Capital Allotments for FY2006.

RECOMMENDATION:

       It is recommended that the State Regents ratify the capital allotments made during the period of January 28, 2006, through March 3, 2006.

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 28, 2006, through March 3, 2006, 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 $4,125,095. This total is represented by $736,242 in Section13/New College allotments and $3,388,853 in State Fund allotments.

Institution	Resolution No.	Source of Funds	Project Name	Date Allotted	Section 13/New College Amounts	State Fund	Totals by Institution
ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS (For the Period of January 28, 2006, through March 3, 2006) Section 13, New College, and State Funding Sources							
Oklahoma State University	Not Required	600-Section 13	Boone Pickens Stadium Renovations/ Improvements	2/ 28/ 2006	15,000		
	Not Required	650-New College	Women's Softball Stadium Improvements	2/ 28/ 2006	11,531		
	4622	295-State	Acquired Property	2/ 17/ 2006		900,000	
	Not Required	650-New College	Women's Softball Stadium Improvements	2/ 3/ 2006	7,711		
			Total		34,242	900,000	934,242
OSU Tulsa	4621	295-State	Computer Equipment Replacement Program	2/ 3/ 2006		200,000	
			Total		0	200,000	200,000
East Central University	Not Required	600-Section 13	General Campus Repairs, Renovation & ADA	2/ 24/ 2006	252,000		
	4625	295-State	Norris Field Stadium Renovation	2/ 24/ 2006		30,000	
	Not Required	600-Section 13	General Campus Repairs, Renovation & ADA	2/ 7/ 2006	100,000		
	Not Required	650-New College	Fine Arts Center	2/ 7/ 2006	250,000		
			Total		602,000	30,000	632,000
Langston University	Not Required	600-Section 13	Equipment	1/ 31/ 2006	30,100		
	Not Required	650-New College	Equipment	1/ 31/ 2006	69,900		
			Total		100,000	0	100,000
Eastern Oklahoma State College	4623	295-State	Master Lease Energy Project	2/ 24/ 2006		358,853	
			Total		0	358,853	358,853
Northeastern OK A&M State College	4624	295-State	Academic Equipment 2006	2/ 24/ 2006		50,000	
	4624	295-State	Institutional Equipment 2006	2/ 24/ 2006		25,000	
			Total		0	75,000	75,000
Tulsa Community College	4626	295-State	Campus Master Plan Construction	3/ 2/ 2006		225,000	
	4626	295-State	NEC Land Acquisition	2/ 24/ 2006		1,600,000	
			Total		0	1,825,000	1,825,000
			Systems Totals		736,242	3,388,853	4,125,095

AGENDA ITEM # 25-d:

Agency Operations.

Not Available Electronically.

Not Available Electronically.

AGENDA ITEM # 25-e:

Posthumous Degrees.

Not Available Electronically.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 23, 2006

AGENDA ITEM # 26-a:

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, 2005, 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.	Requested Degree Designation Changes
IX.	Approved Degree Designation Changes
X.	Completed Cooperative Agreements
XI.	Suspended Programs
XII.	Reinstated Programs
XIII.	Requested Inventory Reconciliations
XIV.	Approved Inventory Reconciliations
XV.	Net Deletion Table

CURRENT DEGREE PROGRAM INVENTORY
March 23, 2006

(Table reflects actions taken at the February 16, 2006 State Regents' meeting)

Institution	No. of Programs	Associate in Arts/Associate in Science	Associate in Applied Science	Baccalaureate	Master's	Doctoral	First Professional	Total	Certificates
OU	238	0	0	105	79	50	0	234	4
OUHSC	61	0	0	8	25	15	9	57	4
OU-LAW	1	0	0	0	0	0	1	1	0
OSU	217	0	0	88	68	43	0	199	18
OSUTB-OKC	44	7	32	0	0	0	0	39	5
OSUTB-OKM	23	2	18	3	0	0	0	23	0
OSU Vet Med	1	0	0	0	0	0	1	1	0
OSU-COM	3	0	0	-1	2	1	1	3	0
ECU	40	0	0	32	8	0	0	40	0
NSU	90	0	0	60	20	0	1	81	9
NWOSU	43	0	0	37	5	0	0	42	1
RSU	26	14	4	8	0	0	0	26	0
SEOSU	52	0	0	44	8	0	0	52	0
SWOSU	61	4	5	39	12	0	1	61	0
UCO	88	0	0	60	27	0	0	87	1
CU	48	2	8	31	6	0	0	47	1
LU	39	8	0	27	3	0	1	39	0
OPSU	32	4	2	26	0	0	0	32	0
USAO	25	0	0	25	0	0	0	25	0
CASC	34	23	8	0	0	0	0	31	3
CSC	27	20	4	0	0	0	0	24	3
EOSC	34	22	9	0	0	0	0	31	3
MSC	31	18	9	0	0	0	0	27	4
NEOAMC	55	20	10	0	0	0	0	30	25
NOC	40	21	19	0	0	0	0	40	0
OCCC	68	23	25	0	0	0	0	48	20
RCC	30	16	9	0	0	0	0	25	5
Rose	64	29	26	0	0	0	0	55	9
SSC	24	18	4	0	0	0	0	22	2
TCC	99	25	43	0	0	0	0	68	31
WOSC	14	2	11	0	0	0	0	13	1
System Total	1,652	278	246	592	263	109	15	1,503	149

I. Letters of Intent

Institution	Degree Program	Date Received
CASC	Associate in Arts in English	10/15/2004
Rose	Certificate in Realtime Voice Writing	10/21/2004
OSU-OKC	Associate in Applied Science in Montessori Education	12/21/2004
RCC	Certificate in Emergency Preparedness/Homeland Security	02/11/2005
OSU-OKC	Associate in Applied Science in Biomedical Engineering Technology	05/03/2005
NSU	Undergraduate Certificate in English as a Second Language	05/16/2005
NSU	Graduate Certificate in English as a Second Language	05/16/2005
UCO	Master of Music in Jazz Studies	07/19/2005
TCC	Associate in Applied Science in Cardiovascular Technology	07/21/2005
NSU	Bachelor of Arts in Visual Communication	08/03/2005
TCC	Associate in Science in Biotechnology	08/11/2005
TCC	Associate in Applied Science in Biotechnology	08/11/2005
TCC	Associate in Science in Homeland Security	08/11/2005
TCC	Associate in Applied Science in Homeland Security	08/11/2005
TCC	Certificate in Homeland Security	08/11/2005
TCC	Associate in Science in Information Reporting Technology	08/11/2005
TCC	Associate in Applied Science in Information Reporting Technology	08/11/2005
TCC	Certificate in Information Reporting Technology	08/11/2005
TCC	Certificate in Biotechnology	08/11/2005
NSU	Bachelor of Business Administration in Logistics Management	08/11/2005
OCCC	Associate in Applied Science in Nanotechnology	08/15/2005
OCCC	Associate in Applied Science in Sonography	08/15/2005
OCCC	Certificate in Leadership	08/15/2005
OCCC	Certificate in Bioinformatics	08/15/2005
OCCC	Associate in Applied Science in Emergency Management and Planning	08/15/2005
OCCC	Associate in Applied Science in Automotive Management	08/15/2005
OCCC	Associate in Science in Business (Automotive Management option)	08/15/2005
OCCC	Associate in Arts in Leisure Service Management	08/15/2005
OSU-OKC	Associate in Applied Science in Technical Spanish/Translation & Interpretation	08/22/2005
Rose	Associate in Science in Computer Information Technology	08/24/2005
OSU	Master of Science in Business Geographics	09/12/2005
OSU	Bachelor of Science in Food Science	09/12/2005
TCC	Associate in Applied Science in Nanotechnology	10/28/2005
RCC	Certificate in Viticulture and Enology	11/02/2005 (renewed)
OSU-OKC	Associate in Applied Science in Viticulture and Enology	11/08/2005
OSU-OKC	Certificate in Viticulture and Enology	11/08/2005
OUHSC	Doctor of Philosophy in Nursing	11/17/2005
NEOAMC	Associate in Applied Science in Applied Manufacturing & Technology	12/16/2005
NEOAMC	Certificate in Applied Science in Applied Manufacturing & Technology (two-year)	12/16/2005
NEOAMC	Certificate in Applied Science in Applied Manufacturing & Technology (one-year)	12/16/2005
NEOAMC	Associate in Applied Science in Applied Business & Technology	12/16/2005
NEOAMC	Certificate in Applied Science in Applied Business & Technology (two-year)	12/16/2005
NEOAMC	Certificate in Applied Science in Applied Business & Technology (one-year)	12/16/2005
NSU	Master of Social Work in Social Work	01/03/2006
Rose	Certificate in Phlebotomy	02/08/2006
Rose	Associate in Applied Science in Computer Gaming & Simulation	02/16/2006
OSUTB-OKM	Associate in Applied Science in Casino Resort Operations	02/27/2006 (renewed)

II. Degree Program Requests Under Review
July 1, 2005 to present

Institution	Degree Program	Date Rec'd	Status
CASC	Associate in Arts in Fine Arts	02/15/2005	withdrawn
OU	Doctor of Philosophy in Mass Communication	04/08/2005	undergoing review
OSU-OKC	Associate in Applied Science in Culinary Arts as a cooperative agreement with Metro Technology Centers	05/06/2005	undergoing review
OU	Bachelor of Science in Aviation	05/17/2005	withdrawn
CASC	Certificate of Mastery in Child Development	06/14/2005	withdrawn
RSU	Bachelor of Science in Game Development	01/11/2006	undergoing review
OU	Master of Arts in Applied Linguistic Anthropology	01/06/2006	undergoing review
CASC	Associate in Arts in Information Systems	02/06/2006	undergoing review
RCC	Associate in Applied Science in Sustainable Agriculture – Viticulture and Enology	02/07/2006	March 23, 2006
OPSU	Bachelor of Arts in Liberal Arts Studies	02/14/2006	undergoing review
SWOSU	Bachelor of Arts in Spanish	02/24/2006	undergoing review

III. Approved New Program Requests
July 1, 2005 to present

Institution	Degree Program	Date Rec'd	Date Approved
OSU-OKC	Associate in Applied Science in Radiography as a cooperative agreement with Metro Technology Centers	05/06/2005	September 15, 2005
OU	Bachelor of Arts in Chinese	05/17/2005	September 15, 2005
RSU	Associate in Arts in Legal Assisting	06/09/2005	September 15, 2005
OCCC	Associate in Applied Science in Enterprise Communications	05/17/2005	October 27, 2005
TCC	Certificate in Hospitality & Gaming Operations	08/18/2005	October 27, 2005
OSUTB-OKM	Associate in Applied Science in Emergent Science Technologies	11/17/2005	January 12, 2006
OSU	Certificate in Engineering & Technology Management	11/17/2005	February 16, 2006

IV. Requested Degree Program Deletions
July 1, 2005 to present

Institution	Degree Program (program code)	Date Rec'd	Status
CASC	Associate in Arts in Speech/Theatre (035)	02/15/2005	undergoing review
CASC	Associate in Arts in Music (026)	02/15/2005	undergoing review
CASC	Associate in Arts in Art (002)	02/15/2005	undergoing review
OUHSC	Master of Science in Prosthodontics (051)	02/15/2005	undergoing review
SWOSU	Associate in Applied Science in Childhood Development and Education (144)	09/02/2005	March 23, 2006

V. Approved Degree Program Deletions
July 1, 2005 to present

Institution	Degree Program (program code)	Date Rec'd	Date Approved
OSUTB-OKM	Associate in Applied Science in Shoe-Boot-Saddle (037)	02/09/2005	September 15, 2005
TCC	Associate in Applied Science in Surveying Technology (218)	05/19/2005	September 15, 2005
RSU	Certificate in EMS Paramedic (102)	06/09/2005	September 15, 2005
RSU	Certificate in EMT Intermediate (103)	06/09/2005	September 15, 2005
RSU	Associate in Applied Science in Legal Assistant (049)	06/09/2005	September 15, 2005
OCCC	Associate in Applied Science in Telecommunications Technology (134)	06/10/2005	September 15, 2005
NEOAMC	Associate in Applied Science in Electronics (019)	06/29/2005	September 15, 2005
UCO	Certificate in Emerging Technologies (187)	08/29/2005	October 27, 2005
TCC	Certificate in Management Leadership (253)	08/29/2005	October 27, 2005
OCCC	Certificate in Accounting Technician (133)	09/07/2005	October 27, 2005
OCCC	Certificate in Accounting Office Assistant (132)	09/07/2005	October 27, 2005
OSU	Bachelor of Science in Professional Studies (426)	10/13/2005	December 1, 2005
RCC	Associate in Applied Science in Laboratory Animal Science (075)	11/01/2005	December 1, 2005
CASC	Certificate in Food handling/Management (053)	11/03/2005	December 1, 2005
ECU	Bachelor of Science in Business Education and Office Technology (009)	11/10/2005	February 16, 2005

VI. Requested Degree Program Name Changes
July 1, 2005 to present

Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Status
SWOSU	Bachelor of Arts in Graphic Design (007)	Bachelor of Fine Arts in Art	02/15/2005	undergoing review
CASC	Associate in Arts in Pre-Law (030)	Associate in Arts in Pre-Law Criminal Justice	02/06/2006	March 23, 2006
OSU-OKC	Associate in Applied Science in Public Safety (095)	Associate in Applied Science in Emergency Management	02/10/2006	undergoing review
OSU-OKC	Associate in Applied Science in Radiography Technology (099)	Associate in Applied Science in Radiologic Technology	02/10//2005	March 23, 2006

VII. Approved Degree Program Name Changes
July 1, 2005 to present

Institution	Current Program Name (program code)	Proposed Program Name	Date Rec'd	Date Approved
TCC	Associate in Applied Science in Civil Engineering Technology (099)	Associate in Applied Science in Civil Engineering/Surveying Technology	05/19/2005	September 15, 2005
SWOSU	Bachelor of Science in Medical Technology (034)	Bachelor of Science in Clinical Laboratory Science	08/03/2005	September 15, 2005
NOC	Associate in Arts in Native American Leadership (072)	Associate in Arts in American Indian Studies	09/13/2005	October 27, 2005
OSU	Bachelor of Science in Medical Technology (148)	Bachelor of Science in Clinical Laboratory Science	10/13/2005	December 1, 2005
UCO	Bachelor of Arts in Journalism (118)	Bachelor of Arts in Mass Communication	11/07/2005	January 12, 2006
UCO	Bachelor of Arts in Communication (130)	Bachelor of Arts in Mass Communication	11/07/2005	January 12, 2006
NSU	Bachelor of Science in Family & Consumer Sciences (045)	Bachelor of Science in Human & Family Sciences	01/03/2006	February 16, 2006
NSU	Master of Arts in Communication Arts (106)	Master of Arts in Communication	01/03/2006	February 16, 2006
OSU-OKC	Associate in Applied Science in Echocardiology Technology (097)	Associate in Applied Science in Echocardiography Technology	12/15/2005	February 16, 2006

VIII. Requested Degree Designation Changes
July 1, 2005 to present

Date Rec'd	Institution	Current Degree Program	Proposed Degree Designation	Status

IX. Approved Degree Designation Changes
July 1, 2005 to present

Date Rec'd	Institution	Current Degree Program	Proposed Degree Designation	Approved
06/30/2005	OU	Bachelor of Liberal Studies in Liberal Studies (231)	Bachelor of Arts in Liberal Studies	October 27, 2005
11/07/2005	UCO	Bachelor of Arts in Education in Communication Education (131)	Bachelor of Fine Arts in Education in Theatre/ Communication Education	January 12, 2006

X. Completed Cooperative Agreements
July 1, 2005 to present

Date Rec'd	Institution	Area Career Technology Center	Degree Program (program code)	Date Approved	Date Ratified
05/06/2005	OSU-OKC	Metro Technology Center	Associate in Applied Science in Radiography (new)	n/a	September 15, 2005
05/06/2005	OSU-OKC	Metro Technology Center	Associate in Applied Science in Culinary Arts (new)		undergoing review
06/15/2005	RCC	Autry Technology Center	Associate in Applied Science in Emergency Medical Technology Paramedic (076)	11/15/05	December 1, 2005
08/03/2005	OSU-OKC	Francis Tuttle Technology Center	Associate in Applied Science in Computer Information Systems (005) [accounting option]		undergoing review
08/03/2005	OSU-OKC	Francis Tuttle Technology Center	Associate in Applied Science in Engineering Technology in Technical Communications (064) [illustration/multimedia option]		undergoing review
08/03/2005	OSU-OKC	Eastern Oklahoma County Technology Center	Associate in Applied Science in Municipal Fire Protection (088)	11/15/05	December 1, 2005
08/08/2005	NOC	Meridian Technology Center	Associate in Applied Science in Engineering Technology (070) [drafting & design option]	11/15/05	December 1, 2005
08/12/2005	OCCC	Francis Tuttle Technology Center	Associate in Applied Science in Enterprise Communication Systems (new)	n/a	September 15, 2005
09/21/2005	RCC	Central Technology Center	Associate in Applied Science in Sustainable Agriculture, Viticulture, & Enology (027), Technology option		undergoing review

XI. Suspended Programs
July 1, 2005 to present

Institution	Degree Program (program code)	Date Suspended	Date Suspension Ratified	Date by which program must be reinstated or deleted
NOC	Associate in Applied Science in Computer Information Systems (075)	09/23/2005	10/27/2005	September 22, 2005

XII. Reinstated Programs
July 1, 2005 to present

Date Rec'd	Institution	Program (program code)	Original Suspension Date	Date Reinstatement Ratified
09/13/2005	NOC	Associate in Arts in Native American Leadership (072)	08/15/2002	October 27, 2005

XIII. Requested Inventory Reconciliations
July 1, 2005 to present

Institution	Degree Program (program code)	Date Rec'd	Status

XIV. Approved Inventory Reconciliations
July 1, 2005 to present

Institution	Degree Program (program code)	Date Rec'd	Date Approved
UCO	Bachelor of Science in Food Management & Nutrition Didactics (113) [program name change to Bachelor of Science in Nutrition, Dietetics, and Food Management]	06/22/2005	September 15, 2005
NSU	Bachelor of Science in Family & Consumer Science (045), add option Family & Consumer Science	08/24/2005	October 27, 2005
NSU	Bachelor of Business Administration in Finance (030), add option Finance	08/24/2005	October 27, 2005
NSU	Master of Business Administration (056), add option Master of Business Administration	08/24/2005	October 27, 2005

XV. Net Reduction Table
1991-92 through February 16, 2006

Institution	1991 Academic Year 1991-92 No. of Programs	Current Current as of February 2006 No. of Programs	No. Deleted	No. Added	Net Reduction
OU	278	238	73	32	41
OUHSC	62	61	15	14	1
OU-LAW	1	1	0	0	0
OSU	230	217	62	48	14
OSU-OKC	50	44	41	35	6
OSUTB-OKM	47	23	39	15	24
OSU Vet Med	1	1	0	0	0
OSU-CHS	1	3	0	3	-3
ECU	43	40	5	2	3
NSU	97	90	27	20	7
NWOSU	56	43	16	3	13
RSU	78	26	71	20	51
SEOSU	61	52	23	14	9
SWOSU	94	61	51	18	33
UCO	135	88	54	7	47
CU	36	48	3	15	-12
LU	41	39	12	10	2
OPSU	42	32	19	9	10
USAO	34	25	10	1	9
CASC	37	34	12	9	3
CSC	61	27	40	6	34
EOSC	56	34	27	5	22
MSC	32	31	10	9	1
NEOAMC	87	55	46	14	32
NOC	54	40	31	17	14
OCCC	68	68	38	38	0
RCC	62	30	42	10	32
Rose	82	64	41	23	18
SSC	31	24	12	5	7

TCC	107	99	63	55	8
WOSC	50	14	41	5	36
System Total	**2,114**	**1,652**	**924**	**462**	**462**

AGENDA ITEM # 26-b (1):

Report.

SUBJECT: Teacher Education Annual Report on Systemwide Review.

RECOMMENDATION:

It is recommended that the State Regents accept the eighth 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 eighth annual report, covers the 2004-2005 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 dropped to a tie for thirteenth. This report contains a summary of findings for each recommendation and the individual institutions' responses to each recommendation.

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 2006.

In August 2004, the State Regents received the fourth No Child Left Behind (NCLB) grant, since 2001, from the United States Department of Education (USDE). The USDE awards sub-grants to colleges of education which form partnerships with eligible local education agencies to provide professional development to teachers to improve teacher content knowledge in at least one core academic subject as defined by NCLB. Seven grants which focused on mathematics and science were awarded.

In May 2004, Senate Resolution No. 70 created the Task Force on Reading Curriculum and Instruction to study nine topics related to the teaching of reading generally and the Reading Sufficiency Act (RSA) in particular. Chaired by Chancellor Risser, the charge of the Task Force related to the five essential components of effective reading instruction: (1) phonemic awareness; (2) phonics; (3) fluency; (4) vocabulary; and (5) comprehension. The nine topics studied by the Task Force related to: (1) teacher preparation programs; (2) teacher certification tests; (3) competency level for certification; (4) accreditation of teacher preparation programs; (5) materials used to teach reading; (6) teacher evaluation; (7) RSA implementation; (8) RSA results; and (9) Literacy First.

The Task Force found specific evidence that students in Oklahoma's teacher preparation programs acquire knowledge about reading using the most current literature. Most of the syllabi from reading courses explicitly address the five essential components. Moreover, institutions are making focused efforts to increase reading proficiency.

Recommendations from the Task Force to the State Regents:

- Offer a conference at least annually for school teachers, administrators, and higher education faculty focused on substantive reading professional development and curriculum alignment;
- Facilitate regular communications among pre-K-20 partners regarding alignment of standards and best practices in teacher preparation, school practice, and professional development;
- Disseminate Scientifically-Based Reading Research (SBRR) materials to teacher preparation programs in all core academic areas at all levels;
- Evaluate reading curricula and courses to maximize analysis and intervention strategies for differentiated instruction using SBRR and hands-on practice in reading methodologies, paying particular attention to phonics and field experience; and
- Create alignment between reading assessments taught in teacher preparation programs and those used in local schools.

Each of the twelve teacher education programs has developed an assessment system that collects and analyzes data on the teacher applicant qualifications, candidate and graduate performance. The data and analyses are shared with faculty across the unit to ensure that programs and graduates are of the highest quality. To assist in the collection and management of the data, information technologies are being used. Most programs report adopting *LiveText,* a Web based tool, for candidate portfolios which are required

for graduation and show evidence of candidate performance in meeting the fifteen required teaching competencies.

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 2004 Fall Enrollment and Grading Level of Courses

Subject	Fall 1996	Fall 2004	Change	2004 Enrollment
Education*	71.2	76.1	+4.9	21,337
Biological Sciences	57.6	60.2	+2.6	6,121
Business	61.0	61.9	+0.9	35,382
Engineering	70.0	72.1	+2.1	7,073
English	70.3	71.4	+1.1	8,117
History	62.6	68.8	+6.2	14,442
Mathematics	53.1	59.6	+6.5	2,866

*Excludes physical education courses

▪ Since 1996, the percentage of "A" and "B" grades awarded has increased in all of the selected subject areas.

- In 2004, the highest percentage of "A" and B" grades was in Education (76.1 percent), 4.0 percentage points higher than the next highest discipline, Engineering (72.1 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 has dropped to 16.2 percent with OGET at 80.8 percent, a baccalaureate degree at 2.3 percent and PPST at 0.8 percent.

- In one year, enrollment has increased in education 3.0 percent, biological science 10.5 percent, English 4.4 percent and history 5.4 percent. In the same time, three areas have experienced a decrease in enrollment: business -0.7 percent, engineering -3.0% and mathematics -8.7 percent.

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 2,778 committees and in the Spring 2,925 committees were served; 2,410 and 2,508 respectively by public institutions. That's a 29 percent increase from 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 academic core course work in elementary, early childhood and special education 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. The NCLB grants provide a model of arts and science and teacher education faculty and K-12 teacher collaborations.

2004-2005 Teacher Education Annual Report

Institution: **Cameron University**

Dean of Education: Dr. Judy Neale

- **Number of program completers:** 85

- **Number of candidates recommended for licensure and certification:** 81 initial and four advanced

- **Average number of Residency Committees served:** 155

- **Number of graduate students admitted conditionally:** 7

- **Total dollars obtained from outside funding sources:**   none reported.

- **Total amount spent on technology and what was purchased:** $10,000, equipped two rooms with state of the art computer and projector systems to encourage faculty to integrate technology in instruction.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Professional development was limited due to reduced funding. Faculty did attend professional development in program reviews and *LiveText.*

Additional notes:

Master of Arts in Teaching (M.A.T.) candidates will demonstrate the ability to use a variety of strategies to assess, analyze, and modify teaching/learning by utilizing the Teacher Work Sample Methodology. A new advanced program in education leadership was implemented. Due to declining enrollment in secondary disciplines, the M.A.T. program will become the only route to certification for secondary teachers in the near future.

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

OGET 25.0 percent
OSAT 97.1 percent
OPTE 98.7 percent

2004-2005 Teacher Education Annual Report

Institution: **East Central University**

Dean of Education: Dr. Bill Osborne

- **Number of program completers:**   130

- **Number of candidates recommended for licensure and certification:** 120

- **Average number of Residency Committees served:** 166

- **Number of graduate students admitted conditionally:** 56 of 230 admissions were admitted with conditions.

- **Total dollars obtained from outside funding sources:** $386,250

- **Total amount spent on technology and what was purchased:** $40,304 was spent on upgrading the department computer lab with the purchase of 24 Pentium PCs and lab supplies. The Education unit also supports the Media laboratory.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Over 100 hours of professional development were made available through the Center for Excellence in Teaching and Learning. All unit faculty listed substantial individualized faculty development.

Additional notes:

Both the National Council for the Accreditation of Teacher Education (NCATE) Unit Accreditation Board and the Oklahoma Commission for Teacher Preparation approved East Central's continuing accreditation.

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

OGET 91.2 percent
OSAT 90.8 percent
OPTE 91.1 percent

2004-2005 Teacher Education Annual Report

Institution: **Langston University**

Dean of Education: Darnell Williams, Ph.D.

- **Number of program completers:** 19

- **Number of candidates recommended for certification:** 19

- **Average number of Residency Committees served:** 30

- **Number of graduate students admitted conditionally** 15

- **Total dollars obtained from outside funding sources:** $6,500.00

- **Total amount spent on technology and what was purchased**
  $11,032.00 was expended on six personal computers to replace outdated computers in faculty offices.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:**
  Faculty presented and attended the 2004-05 Oklahoma Association of the Colleges of Teacher Education Conference and the 2005 American Association of the Colleges of Teacher Education National Conference. The focus of the presentations at both conferences was using scientifically-based reading strategies to enhance learning in the lower elementary grades. Additional presentations were made at: Association of Teacher Educators, National NCATE Meeting, Council of Exceptional Children, Reading First Teacher Education Network, International Reading Association; TESOL International, Inc., and National Council of the Teachers of English.

  Instructional technology instruction offered by the Langston University Computer Technology Integration Center included the following topics: Developing a Grade Book; Syllabus and File Management in Web-CT; Using Excel in Statistics and Analysis; Communication Tools With Web-CT; Web-Grading/Roster; and Advanced PowerPoint.

Additional notes:

Currently, Langston only has State Accreditation with probation through the OCTP.

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

OGET 54.7 percent
OSAT 100.0 percent
OPTE 87.0 percent

Institution: **Northeastern State University**

Dean of Education: Dr. Kay Lallier Grant

- **Number of program completers:** 511

- **Number of candidates recommended for licensure and certification:** 538

- **Average number of Residency Committees served:** 702

- **Number of graduate students admitted conditionally:** 10

- **Total dollars obtained from outside funding sources:** $325,519

- **Total amount spent on technology and what was purchased:** $38,643.28

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Northeastern's Center for Teaching and Learning has sponsored a state wide one day conference for the past three years. Here faculty can present and attend sessions specifically focused on improving their teaching. Additionally, Northeastern 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:

A Bachelor of Arts degree in Cherokee Education was developed in cooperation with the Cherokee Nation as part of their language preservation initiative. Northeastern placed a total of 1,404 candidates in schools in a 23 county area for field experiences.

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

OGET   87.6 percent
OSAT   94.2 percent
OPTE   96.5 percent

Institution: **Northwestern Oklahoma State University**

Chair, Division of Education: Dr. Greg W. Seay

- **Number of program completers:** Undergraduate: 70 Graduate 10

- **Number of candidates recommended for licensure and certification:** 134

- **Average number of Residency Committees served:** 82

- **Number of graduate students admitted conditionally:** 0

- **Total dollars obtained from outside funding sources:** T3, PT3 and TQE grants equaled $420,247.

- **Total amount spent on technology and what was purchased:** $361,316.41 was spent to upgrade the accessibility of technology for students. More online courses as part of the academic programs and computer assisted instruction for remedial courses are now offered.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Faculty members attended state and/or national conferences and made presentations on a variety of topics including dealing with aspects of assisting candidates with optimal pre-service development.

Additional notes:

The Campus Connect on-line program allows for ease in candidate advising. Additionally, candidates can use the program to retrieve their transcripts, semester schedules, and personal information.

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

OGET 89.7 percent
OSAT 90.9 percent
OPTE 94.1 percent

2004-2005 Teacher Education Annual Report

Institution: **Oklahoma Panhandle State University**

Dean of Education: Dr. Wayne Stewart

- **Number of program completers:** Undergraduate: 40

- **Number of candidates recommended for licensure and certification:** 35

- **Average number of Residency Committees served:** 33

- **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:** $7,394.06 was expended to update faculty office and classroom technology. Three classrooms are equipped with Smart Boards for faculty and candidate presentations.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Faculty members have attended state professional development activities as well as providing a two-week seminar in math and science for area elementary and secondary teachers.

Additional notes:

The addition of a newly required class for all education candidates, "Communication Skills for Educators," has proven to be beneficial. Test scores and passing rates for the OGET and OSAT have risen although not yet to the level targeted by the Unit.

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

OGET 80.8 percent
OSAT 95.7 percent
OPTE 91.4 percent

2004-2005 Teacher Education Annual Report

Institution: **Oklahoma State University**

Dean of Education: Dr. Pam Fry

- **Number of program completers:** 307

- **Number of candidates recommended for licensure and certification:** 338

- **Average number of Residency Committees served:** 326

- **Number of graduate students admitted conditionally:** 46

- **Total dollars obtained from outside funding sources:** $1,845,859.08 was realized from 54 external grants. Sources included, among others, the Oklahoma State Regents-MTRC Collegiate Partnership, Oklahoma State Department of Health, and Department of Health and Human Services.

- **Total amount spent on technology and what was purchased:** $704,730.00 were 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 among others: Classroom Instruction to Accommodate Students with Disabilities, Interactive Classroom Instruction and Impact of mentoring and career stages in the Teaching Profession.

Additional notes:

The L.E.A.D.S. framework, adopted in 2003-2004, represents the following core concepts: Leadership, Ethics and Professionalism, Academics and Professional Roles, Diversity, and Service/Orientation/Community Outreach. Candidates are required to match the 15 Oklahoma General Competencies with the L.E.A.D.S. concepts through the presentation and explanation of artifacts gleaned from candidates' education experience at OSU.

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

OGET 93.3 percent
OSAT 97.9 percent
OPTE 99.0 percent

2004-2005 Teacher Education Annual Report

Institution: **Southeastern Oklahoma State University**

Dean of Education: Dr. Ed Mauzey

- **Number of program completers:** 161

- **Number of candidates recommended for licensure and certification:** 166

- **Average number of Residency Committees served:** 151

- **Number of graduate students admitted conditionally:** 14

- **Total dollars obtained from outside funding sources:** $154,260.85 included funding for conferences, and faculty research. $88,116.56 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:** not reported.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Professional development included "Classroom Discipline with Love and Logic," "School Law," as well as opportunities through in-service and work in P-12 schools.

Additional notes:

A less than satisfactory pass rate on the Spanish Oklahoma Subject Area Test (OSAT) resulted in a program change for the B.A. in Spanish Education. These changes are intended to make the degree requirements more rigorous.

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

OGET 76.9 percent
OSAT 92.7 percent
OPTE 92.6 percent

Institution: **Southwestern Oklahoma State University**

Chair, Department of Education: Dr. Karen Travis

- **Number of program completers:** 176

- **Number of candidates recommended for licensure and certification:**   176

- **Average number of Residency Committees served:** 177

- **Number of graduate students admitted conditionally:**   not reported.

- **Total dollars obtained from outside funding sources:** $447,690 included among others funding from Oklahoma Rural Math and Science Partnership, Louis Stokes Alliance for Minority Participation in Science, Math, Technology.

- **Total amount spent on technology and what was purchased:** $20,000 was expended for computers, printers, scanners, video projectors and digital cameras.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Professional development focused on effective methods of teaching with interactive television, multiple sessions on using the Blackboard electronic education platform, embedding performance assessment into the curriculum, MERLOT among others.

Additional notes:

Graduate enrollment in School Administration increased from 36 students in Fall 2004 to 101 students in the summer semester of 2005. Efforts are underway by the Spanish Department to revive the Spanish teacher education program.

Pass rates for <u>all</u> examinees for each of the three component areas:

OGET 87.6 percent
OSAT 94.2 percent
OPTE 95.2 percent

2004-2005 Teacher Education Annual Report

Institution: **University of Central Oklahoma**

Dean of Education: Dr. Judith Coe (retired)

- **Number of program completers:** 223 undergraduate   89 graduate

- **Number of candidates recommended for licensure and certification:** 323

- **Average number of Residency Committees served:** 362

- **Number of graduate students admitted conditionally:** 2

- **Total dollars obtained from outside funding sources:** $839,180 included grants from America Reads, OSRHE MTRC College Connection, GEAR-UP grant, Bilingual Career Ladder, et al.

- **Total amount spent on technology and what was purchased:** $350,730 was expended for equipment, software, infrastructure maintenance, professional staff, student wages, and e-portfolio.

- **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 among others:

  - John Dew – "Continuous Improvement: Next Steps & Action Plans"
  - John Jasinski – "Continuous Improvement Team"
  - William Roberson – "Teaching Critical thinking – Are we really doing it?"

Additional notes:

The unit worked with over 100 area public schools as active partners and place over 1,000 teacher candidates in field experiences and student teaching. Dr. Judith Coe retired after serving six years as dean. After a national search, Dr. James Machell was hired beginning July 2005.

OGET 90.4 percent
OSAT 95.4 percent
OPTE 97.8 percent

2003-2004 Teacher Education Annual Report

Institution: **University of Oklahoma**

Dean of Education: Dr. Joan Smith

- **Number of program completers:** 171

- **Number of candidates recommended for licensure and certification:** 147

- **Average number of Residency Committees served:** 203

- **Number of graduate students admitted conditionally:** 3

- **Total dollars obtained from outside funding sources:** none reported.

- **Total amount spent on technology and what was purchased:** $306,000 is budgeted annually to support hardware, software, and staff services.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Extensive professional develop opportunities were evidenced through research projects/scholarly activities, professional conferences, and professional organizations.

Additional notes:

The unit has established a comprehensive electronic database that allows for the ongoing collection and analysis of data. Data is shared with unit faculty bi-annually for program and unit decision making.

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

OGET 94.7 percent
OSAT 96.5 percent
OPTE 100.0 percent

2004-2005 Teacher Education Annual Report

Institution: **University of Science and Arts of Oklahoma**

Dean of Education: Dr. Vicki Ferguson

- **Number of program completers:** 36

- **Number of candidates recommended for licensure and certification:** 38

- **Average number of Residency Committees served:** 74

- **Number of graduate students admitted conditionally:** no graduate programs.

- **Total dollars obtained from outside funding sources:** $100,392.71 included grants from the OSRHE MTRC, McCasland Foundation, Oklahoma Arts Council, Gladys Anderson Emerson Endowment Fund and the Southern Oklahoma Services project funded by IDEA.

- **Total amount spent on technology and what was purchased:** $19,581.23 was expended for software conversion and Extreme Network equipment.

- **Summary of faculty professional development, noting specifically activities focused on teaching styles:** Professional development included a panel discussion on the topic of Dyslexia, technology training and conversational sign language.

Additional notes:

The decision to change student teaching from 4 days per week to 4.5 days per week culminated in initiation of necessary curriculum change. As part of a collaborative grant effort with Oklahoma City Community College, faculty from OCCC participated in a professional development event at USAO focusing on efforts to recruit teachers from underrepresented populations. As a result EDUC 2002 *Orientation to Teaching* was offered on the OCCC campus as a distance learning opportunity.

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

OGET 84.6 percent
OSAT 98.1 percent
OPTE 90.9 percent

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
March 23, 2006

AGENDA ITEM # 26-b (2):

Report.

SUBJECT: Teacher Education Program Admission Study.

RECOMMENDATION:

It is recommended that the State Regents accept the Teacher Education Program Admission Study Report.

BACKGROUND:

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST) as one criterion for admission to teacher education programs. The test has been required since 1990, initially of all students. In September 1997, a general education teacher certification test was added as a licensing requirement by the legislature. In May 2002, this Oklahoma General Education Test (OGET) was added to the admission criteria.

Currently, the admission criteria are (1) earning a GPA of 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours), (2) passing all three sections of the PPST, or (3) holding a baccalaureate degree from an accredited university in the United States.

This is the sixth study of teacher education program admission since the policy was implemented in 1990. This report focuses on the period of time from 1995-96, one year before the last change in the policy, to 2004-05, the most recent data available.

POLICY ISSUES:

The State Regents' policy, "*Criteria for Admission to Teacher Education*" (II-2-71.1) regulates admission standards to teacher education programs. The policy requires a review of data to evaluate its impact.

ANALYSIS:

During 2003-04, the 12 Oklahoma public universities admitted a total of 2,130 students to teacher education programs. Most of the students admitted were Caucasians (81.4 percent). The number of students admitted has decreased by 36.8 percent, from 3,370 in 1995-96 to 2,130 in 2004-05. Among the reasons for the decrease may include low teacher salaries, the availability of alternative certification, and higher admission standards.

In 2004-05, 80.8 percent of the students were admitted to teacher education programs by passing the OGET, 16.2 percent by achieving a GPA of 3.00 or higher, 0.8 percent by passing the PPST, and 2.3 percent by holding at least a bachelor's degree. The OGET was not used as an admission criterion until 2002-03.

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CONCLUSIONS:

- While admissions to teacher education programs remain below the level of 1995-96, the numbers appear to have stabilized at around 2,100 per year. The availability of alternative certification is among the reasons for the decrease.

- The low number of minority admissions, especially among African American and Hispanic students, are a concern.

- The number and percentage of OGET test takers continues to increase.

- The use of the PPST option for teacher education admission continues to decrease. Its use as an admission option may be reconsidered if it continues to be under-utilized.

Supplement

AGENDA ITEM # 26-b (3):

Report.

SUBJECT: 2004-05 Tuition Waiver Scholarship Report.

RECOMMENDATION:

It is recommended that the State Regents accept the 2004-05 Tuition Waiver Scholarship Report.

BACKGROUND:

The 2004-2005 Tuition Waiver Scholarship Report provides detailed information on the resident and nonresident tuition waiver scholarships granted by state public institutions during the 2004-2005 academic year. The number of scholarship recipients and the amount of scholarships granted are reported for each institution and reported in summary by the following categories: (1) basis of the award; (2) student classification; (3) gender; (4) race; (5) residency status; (6) field of study; and (7) semester.

In 2003, 70 O.S. 2001, Section 3218.8, as amended by Sections 2 and 8 of House Bill No. 1748 authorized the State Regents to establish tuition and mandatory fee rates at levels less than the average rate charged at peer institutions in the Big Twelve Conference for the research universities and at like-type institutions in surrounding and other states for regional universities and community colleges. In addition, the legislation stipulated that the State Regents make a reasonable effort to increase need-based financial aid proportionate to any increase in tuition. In May 2003, the State Regents approved an increase in tuition waivers to three and one half percent (3.5%) in an effort to comply with the legislative intent. The increase in tuition waivers from three to three and one half percent (3% to 3.5%) became effective in FY2004. For additional information see the report titled *FY2003-2004 Tuition Impact Analysis Report* (pages 12 through 13), approved at the December 2003 State Regents meeting.

ANALYSIS:

During FY2004-2005, public institutions granted resident and nonresident tuition waiver scholarships to 50,960 students totaling $84.7 million.

- Approximately one in every five students received a full or partial tuition waiver scholarship during the fiscal year.

- Compared to FY2003-2004, the total number of scholarships granted increased by 4,729 (10.2%) and the amount of scholarship funding increased by $9.2 million (12.2%).

During FY2004-2005, resident tuition waivers were granted to 36,439 students, totaling $37.6 million in scholarships granted.

- Compared to FY2003-2004, the number of scholarships granted increased by 2,901 (8.6%) and the amount of scholarship funding increased by $3.4 million (9.8%).

- In comparison, resident tuition rates for FY2004-2005 increased by an average of 9.6 percent.

State Regents policy authorizes institutions to grant discretionary resident tuition waivers up to three and one-half percent (3.5%) of their current Educational and General Budget, Part I. A minimum of 50% of these scholarships must be granted to students who demonstrate financial need. The remainder of these scholarships may be granted to students to promote scholastic and student achievement and to "benefits" eligible employees. In addition, institutions are authorized to grant special resident tuition waiver scholarships to students who meet the criteria established and authorized by legislation and by specific State Regents' policy.

- Tuition waivers subject to the 3.5% limitation were granted to 28,890 (79.3%) recipients totaling $26.9 million (71.7%).

  1. Students with financial need received 17,804 (61.6%) scholarships totaling $16.5 million (61.3%).
  2. Students with scholarship/achievement received 9,459 (32.7%) scholarships totaling $9.6 million (35.7%).
  3. Benefits eligible employees received 1,627 (5.6%) scholarships totaling $808.3 thousand (3.0%).

- Statutory and policy mandated resident tuition waiver scholarships, not subject to the 3.5% limitation, were granted to 7,549 (20.7%) recipients totaling $10.6 million (28.3%).

  1. Graduate teaching and research assistants received 2,974 (39.4%) scholarships totaling $3.7 million (34.8%).
  2. Oklahoma National Guard members received 2,023 (26.8%) scholarships totaling $2.4 million (22.9%).
  3. Student recipients of the State Regents Academic Scholars Program received 1,495 (19.8%) scholarships totaling $3.7 million (34.6%).
  4. Other recipients including senior citizens, students in custody of DHS, former prisoners of war or missing in action and/or their dependents, students called to active duty, recipients of the regional university baccalaureate scholarship program, and dependents of firefighters or law enforcement officers killed in the line of duty received 1,057 (14.0%) scholarships totaling $827.9 thousand (7.8%).

During FY2004-2005, nonresident tuition waivers were granted to 14,521 students totaling $47.1 million.

- Compared to FY2003-2004, the number of nonresident scholarships granted increased by 1,828 (14.4%) and the amount of scholarship funding increased by $5.8 million (14.1%).

- In comparison, nonresident tuition rates for FY2004-2005 increased by an average of 10.0 percent.

In FY2003-2004, a new scholarship basis was added to report nonresident tuition waivers granted to Active Duty Military and Dependents Stationed in Oklahoma. Of the 1,828 increase in nonresident tuition waivers, 1,494 (81.7%) of the waivers were granted to active duty military and their dependents totaling $2.1 million (35.6%).

- In an actual comparison to FY2003-2004, the number of nonresident tuition waivers, excluding active duty military and dependents, increased by 334 (2.8%) scholarships totaling $3.8 million for an increase of 9.3 percent in scholarships granted.

From FY2001-2002 to FY2004-2005, the number of resident and nonresident tuition waivers has increased from 45,121 scholarships to 50,960 scholarships, an increase of 5,839 recipients or 12.9%. The dollar

amount of scholarships granted has increased from $59.8 million to $84.7 million, an increase of $24.8 million or 41.5 percent.

- Resident tuition waivers have increased by 1,871 (5.4%) scholarships, and scholarship funding has increased by $6.9 million or 22.5%.

- Nonresident tuition waivers have increased by 3,968 (37.6%) scholarships, and scholarship funding has increased by $17.9 million or 61.5%.

Supplement

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

655 Research Parkway, Oklahoma City

MINUTES

Six Hundred Eighty-Ninth Meeting

February 17, 2006

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
655 Research Parkway, Oklahoma City, Oklahoma

Minutes of the Six Hundred Eighty-Ninth Meeting
February 17, 2006

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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Six Hundred Eighty-Ninth Meeting
of the
Oklahoma State Regents for Higher Education
February 17, 2006

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE**
    AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT. The Oklahoma State
    Regents for Higher Education held their regular meeting at 9:00 a.m. on Friday, February 17,
    2006, at the State Regents' Offices in Oklahoma City, Oklahoma. Notice of the meeting had
    been filed with the Secretary of State on November 7, 2005. A copy of the agenda for the
    meeting had been posted in accordance with the Open Meeting Act.

2. **CALL TO ORDER.** Regent Hunter called the meeting to order and presided. Present for the
    meeting were State Regents Bill Burgess, Ronald White, Stuart Price, Joseph Parker, Marlin
    "Ike" Glass, Carl Renfro, James Harrel, Cheryl Hunter and John Massey.

3. **MINUTES OF THE PREVIOUS MEETING.** Regent Burgess made a motion, seconded by
    Regent Price, to approve the minutes of the State Regents' Regular Meeting and Executive
    Session on January 12, 2006. Voting for the motion were Regents Burgess, White, Price, Parker,
    Glass, Renfro, Harrel, Hunter and Massey. Voting against the motion were none.

4. **REPORT OF THE CHAIRMAN.** Chairman Hunter read the Resolution that Chancellor Risser
    received from the House of Representatives on February 15, 2006, noting the Chancellor's
    dedication to higher education and to the state of Oklahoma. In addition Chairman Hunter
    recognized Regent Renfro's generous donations to the University Center in Ponca City and to the
    Marland Estate Foundation.

5. **REPORT OF THE CHANCELLOR.** Chancellor Risser discussed Higher Education Work-
    flow Platforms. These platforms included the following rubrics: courses and programs need not
    be developed by a single faculty member; programs can be structured around asynchronous

learning; distance doesn't matter or no market for higher education will be secure because of geographic location; contest is a commodity and doesn't add value to programs; and most programs will be based on learner outcomes.

6. **RECOGNITION.** Gina Wekke paid tribute to Carol Hawkins, a former OSRHE employee who passed away in January. Regent Burgess noted that Carol was a valued employee who worked hard to ensure the professional reputation of the Regents' office.

7. **OKLAHOMA SCHOLAR – LEADERSHIP ENRICHMENT PROGRAM (SLEP) RECOGNITION.** Maryanne Maletz introduced Helen DeBolt the director of the Oklahoma Scholar Leadership Enrichment Program (SLEP). Ms. DeBolt outlined the creation and purpose of the SLEP program and introduced Juan Diego Alonso, a SLEP student. Mr. Alonso discussed the opportunities afforded by the SLEP program and his appreciation of the Regents' continued interest in the program.

8. **NEW PROGRAMS**. Regent Glass made a motion, seconded by Regent Burgess, to approve the following request for new program: Oklahoma State University requested to offer the Certificate in Engineering and Technology Management. Regent Massey discussed with Dr. Phil Moss the process used to track the actual costs of the programs. Voting for the motion were Regents Massey, White, Parker, Renfro, Harrel, Hunter, Glass and Burgess. Voting against the motion were none.

9. **PROGRAM DELETION.** Regent Massey made a motion, seconded by Regent Parker, to approve the following institutional request for program deletions: East Central University (ECU) requests authorization to delete the Bachelor of Science in Business Education and Office Technology (009). Voting for the motion were Regents White, Price, Parker, Glass, Renfro, Harrel, Hunter, Massey and Burgess. Voting against the motion were none.

10. **ADULT DEGREE COMPLETION PROGRAM.** Dr. Jim Purcell outlined the requirements for the Adult Degree Completion Program and the process used to determine a lead institution for the Program. The lead institution will coordinate the program, provide the overall organization of

the program, develop the orientation and core curriculum with faculty from other institutions, work with the State Regents to provide faculty development and training, and work with participating universities in marketing efforts. After careful review and analysis of the submitted proposals, responses to questions, and institutional staff presentations, Northeastern State University was recommended as the lead institution. President Larry Williams summarized NSU's program proposal and expressed appreciation for the selection of NSU as the lead institution for the program. Regent Parker and President Williams discussed the inclusion of other Presidents in the program development and implementation. Regent Massey made a motion, seconded by Regent Parker, to approve the designation of Northeastern State University as the lead institution for the statewide Adult Degree-Completion Program. Voting for the motion were Regents Price, Parker, Glass, Renfro, Harrel, Hunter, Massey, Burgess, and White. Voting against the motion were none.

11. **COOPERATIVE ALLIANCE.** Dr. Phil Moss discussed the cooperative alliance agreements between the following state system institutions and technology centers: Redlands Community College and Caddo Kiowa Technology Center; Redlands Community College and Canadian Valley Technology Center; Oklahoma State University Technical Branch–Okmulgee and Central Technology Center; Oklahoma State University Technical Branch-Okmulgee and Green Country Technology Center; Seminole State College and Gordon Cooper Technology Center; Connors State College and Indian Capital Technology Center; Oklahoma City Community College and Mid-America Technology Center; Oklahoma City Community College and Moore-Norman Technology Center; Murray State College and Pontotoc Technology Center; and Murray State College and Southern Technology Center. These cooperative alliances expand educational opportunities and encourage higher education institutions and technology centers to develop resource-sharing partnerships. Regent Burgess made a motion, seconded by Regent White to approve these agreements. Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, Massey, Burgess, White and Price. Voting against the motion were none.

12. **RULE CHANGES.** Bryce Fair reviewed the proposed permanent rule amendments for the Oklahoma's Promise – Oklahoma Higher Learning Access Program. These proposed rule changes increased the required laboratory science courses from two to three; clarified allowed advanced placement courses and accepted ACT testing dates; and defined hardship. Regent Renfro made a motion, seconded by Regent Burgess to approve these amendments. Voting for the motion were Regents Renfro, Harrel, Hunter, Massey, Burgess, White, Price, Parker and Glass. Voting against the motion were none. Mr. Fair presented the following additional rule changes: academic scholars program changes to modify institutional nominee minimum eligibility criteria and Oklahoma Tuition Aid Grant limitations on awards. Regent Massey made a motion, seconded by Regent Burgess to approve these additional amendments. Voting for the motion were Regents Harrel, Hunter, Massey, Burgess, White, Price, Parker, Glass and Renfro.

13. **E&G BUDGETS.** Maryanne Maletz, Vice Chancellor for Budget and Finance, described the allocation items:

   a. A grant to the Partnership Recognition program in the amount of $12,500 and grants to Northeastern Oklahoma A&M in the amount of $88,200 for workforce skills assessment project; OSU Center for Innovation and Economic Development in the amount of $125,000 for a manufacturers alliance project; and the Center for Aircraft and Systems/Support Infrastructure in the amount of $50,000 in matching funds for support services.

   b. A division of a previous allocation to Oklahoma State University.

   c. An allocation of $6,000 to Redlands Community College for the Economic Development Council Business Outreach project.

   d. Supplemental grant to OSU-OKC for the February 2006 enrollment management conference. Regent Burgess made a motion, seconded by Regent Harrel to approve the allocations. Voting for the motion were Regents Hunter, White, Massey, Burgess, Price, Parker, Glass, Renfro and Harrel. Voting against the motion were none.

14. **MASTER LEASE PURCHASE PROGRAM**. Maryanne Maletz described the items listed on the 2006A Master Lease Series and explained this method for financing major property acquisitions. This first series of acquisitions for 2006 includes five system institutions with an estimated total of approximately $29.2 million of equipment and energy performance contract purchases. Regent Burgess made a motion, seconded by Regent White, to authorize the submission of the 2006A Master Lease Series to the Council of Bond Oversight. Voting for the motion were Regents White, Massey, Burgess, Price, Parker, Glass, Renfro, Harrel and Hunter. Voting against the motion were none.

15. **EPSCoR.** Maryanne Maletz presented the following EPSCoR items to the Regents: the appointment of Jim Soren of the University of Tulsa, Sonya William of Langston University and Ken Levit of the University of Oklahoma – Tulsa to the EPSCoR Advisory Committee; the EPSCoR Advisory Committee Annual Report (for informational purposes only); and the approval of matching funds to the University of Tulsa, Oklahoma State University and the University of Oklahoma. Regent Burgess made a motion, seconded by Regent Harrel, to approve the appointment of the Advisory Committee members and to ratify the allocation of the matching funds. Voting for the motion were Regents Massey, Burgess, Price, Parker, Glass, Renfro, Harrel, Hunter and White. Voting against the motion were none.

16. **INVESTMENT MANAGERS.** Regent Parker discussed the Regents' asset allocation policy and reviewed the Investment Committee's recommendations for investment managers. Regent Burgess made a motion, seconded by Regent Glass, to ratify the agreements with Bear Stearns Merchant Banking Partners for a private equity investment and Colchester Global Investors for global fixed income. Voting for the motion were Regents Burgess, Price, Parker, Glass, Renfro, Harrel, Hunter, White and Massey. Voting against the motion were none.

17. **NURSING.** Dr. Jim Purcell summarized efforts by Regents' staff, working in conjunction with the Oklahoma Hospital Association, to create a postsecondary education strategy to address the healthcare worker shortage. Recommendations include: reviewing the regional healthcare

worker shortages; admitting additional qualified applicants into high demand programs; hiring additional faculty in Nursing and Allied Health programs based upon geographic workforce needs and institutional capabilities; increasing the retention of faculty by increasing salaries; and training additional faculty through OUHSC.   Regent Hunter clarified the inclusion of constituencies in the review and Regent Massey discussed the costs of adding these programs. Regent Price recommended that the data include healthcare workers trained in private schools. This in an informational item only.

18.   **COMMENDATIONS.**   Regent Massey made a motion, seconded by Regent Burgess, to recognize State Regents' staff for service and recognitions on state and national projects. Voting for the motion were Regents Price, Parker, Glass, Renfro, Harrel, Hunter, White, Massey and Burgess. Voting against the motion were none.

19.   **EXECUTIVE SESSION.**   Regent Hunter inquired if an executive session was needed. Bob Anthony replied negatively and this item was omitted.

20.   **CONSENT DOCKET.** Regent Glass made a motion, seconded by Regent Burgess, to approve the following consent docket items:

a.   Approval of institutional requests for program modifications.

b.   Ratification of capital allotments.

c.   Ratification of purchases of $25,000 and above.

d.   Approval of contract between GEAR UP and the College Board.

e.   Ratification of a posthumous degree request from Oklahoma State University - Okmulgee.

Voting for the motion were Regents Parker, Glass, Renfro, Harrel, Hunter, White, Massey, Burgess and Price. Voting against the motion were none.

21.   **REPORTS.** Dr. Jim Purcell reviewed the remediation report and the High School Indicators Remediation Rates report. Regent Massey made a motion, seconded by Regent Glass, to accept the following reports:

a.   Status Report on Program Requests.

b. Academic Policy Exceptions Quarterly Report.

c. Annual Reports.

    (1)   Financial Operations Report, Second Quarter FY2005.

    (2)   Supplemental Pension and other Post-Retirement Benefits Report, FY2005.

    (3)   Remediation Report.

    (4)   High School Indicators Reports.

- Remediation Rates.

- Headcount, Semester Hours, and Grade Point Average Report.

- High School to College-Going Rates.

    (5)   Oklahoma College Savings Plan - Report providing an update on program as of December 31, 2005.

Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, White, Massey, Burgess, Price and Parker. Voting against the motion were none.

22. **REPORT OF THE COMMITTEES.**

a. Academic Affairs and Social Justice and Student Services Committees. Regent Glass stated that all of the Committee's items had been acted on and that the Committee also received an update on the progress of the student portal.

b. Budget and Audit Committee. Regent White reported that all of the Committee's items had been acted on. He also noted that the Committee discussed the endowed chairs bond issue, funding issues and changes to the Regents Conference Room.

c. Strategic Planning and Personnel Committee. Regent Renfro reported that all of the Committee's items had been acted on and that, in addition, the Committee discussed the legislative session and supplemental disclosure forms.

d. Technology Committee. Regent Burgess reported that the Committee received updates on the National LamdaRail project, the operational impact of SBC's acquisition of AT&T and several OneNet projects.

e.   Investment Committee. Regent Parker reported that all the Committee's items had been acted on.

23.   **NEW BUSINESS.** No new business was brought before the Regents.

24.   **ANNOUNCEMENT OF NEXT REGULAR MEETING.** Chairman Hunter announced that the next regular meeting of the State Regents would be held at 9:00 a.m. on Thursday, March 23, 2006, at Redlands Community College, El Reno, Oklahoma.

25.   **ADJOURNMENT.** With no additional items to discuss, the meeting was adjourned.

ATTEST:

_____   _____
Cheryl Hunter, Chairman   Bill Burgess, Secretary