NOTE

This document contains recommendations and reports to the State Regents regarding items on the June 29, 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 June 29, 2006.
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.


6. Student Advisory Board (SAB). Presentation of year-end report and recognition of outgoing member of the board.

7. Faculty/Students. Acceptance of joint resolutions from the Student Advisory Board and the Faculty Advisory Council. Page 1.

FISCAL

   a. Review proposed changes to academic service fees for Oklahoma State University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and Carl Albert State College and the systemwide cooperative alliances academic services fees at participating institutions. Page 5.

9. Tuition.
   b. Approval of changes to FY07 Academic Service Fees. Page 11.

10. E&G Budget.
    a. Conditional approval of FY07 Educational and General Budgets of institutions, constituent agencies, the higher education center, special programs, and other programs. Page 13.
c. Approval of allocations for grants to institution and programs.

11. **EPSCoR.**
   c. Approval of EPSCoR FY07 Facilities Agreement. Page 25.
   d. Approval of FY07 Personnel Service Agreement. Page 29.


13. **Policy.**
   a. Approval of National Guard Tuition Waiver Policy Updates. Page 41.
   b. Approval of purchasing policy. Page 47.

14. **Capital Improvement Projects.** Approval of the Annual Campus Master Plan for submission to the Long-Range Planning Commission. Page 53.

**ACADEMIC**

15. **New Programs.**
   a. Southwestern Oklahoma State University. Approval of request to offer the Bachelor of Arts in Spanish. Page 55.
   b. Carl Albert State College. Approval of request to offer the Associate in Arts in Information Systems. Page 59.
   c. Oklahoma State University. Approval of request to offer the Bachelor of Science in Agricultural Sciences and Natural Resources in Food Science. Page 63.
   d. Connors State College. Approval of request to offer the Associate in Applied Science in Child Care Administration. Page 67.
   f. Rose State College. Approval of request to offer the Associate in Applied Science in Computer Game Development and Simulation and the Certificate in Phlebotomy. Page 81.
   g. Oklahoma State University – Oklahoma City. Approval of request to offer the Associate in Applied Science in Technical Spanish/Translation and Interpretation. Page 87.
16. **Program Deletions.** Approval of institutional requests for program deletions. Page 93.

17. **Accreditation.**

   a. Approval of recommendation to accredit the English As A Second Language Program (ESLP) at Oklahoma City Community College (OCCC) for five years. Page 95.

   b. Approval of recommendations to accredit the ELS Language Center (ELS) at Oklahoma City University (OCU) for five years. Page 99.

18. **Policy – System.** Approval of recommendations to the TOEFL scores for admission of students for whom English is a second language. Page 103.

19. **Cooperative Alliances.** Approval of cooperative alliance agreements, with an exception to policy, between Northern Oklahoma College and High Plains Technology Center; between Northern Oklahoma College and Northwest Technology Center; between Murray State College and Red River Technology Center; and between Oklahoma State University Technical Branch, Okmulgee, Carl Albert State College, Eastern Oklahoma State College, Murray State College and Kiamichi Technology Center. Page 107.


21. **Oklahoma Tuition Aid Grant Program.** Approval of the OTAG award schedule. Page 121.

22. **Minority Teacher Recruitment Center.** Approval of 2006-07 grants. Page 125.

23. **EPAS.** Approval of annual agreement and acceptance of report. Page 129.

24. **Temporary Assistance to Needy Families (TANF).**

   a. Approval of contract with Department of Human Services for the Temporary Assistance to Needy Families program. Page 137.

   b. Allocation of funds to Oklahoma community colleges participating in TANF programs pursuant to the FY 07 contract modification with the Department of Human Services. Page 143.

25. **Scholars for Excellence in Child Care.**

   a. Approval of the Scholars for Excellence in Child Care program contract and the Scholars for Excellence in Child Care Scholarship contract. Page 145.

   b. Approval of proposed two-year college Scholars for Excellence in Childcare Program allocations pursuant to the contract between the Department of Human Services and the Oklahoma State Regents for Higher Education. Page 155.

**EXECUTIVE**

27. **Policy.** Approval of revisions to the State Regents’ Policy and Procedures Manual. (Supplement) Page 159.

28. **Commendations.** Recognition of State Regents’ staff for service and recognitions on state and national projects. Page 161.

28.1 **Resolution.** Approval of resolution regarding FY 07 state funding for The Oklahoma State System of Higher Education.

29. **Executive Session.** Page 165.

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.

30. **Personnel.**

a. Discussion and possible action regarding executive level staff. Page 167.

b. Ratification of personnel changes at or above the director level. Page 169.

**CONSENT DOCKET**

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

a. **Programs.**

   (1) Approval of institutional requests for program modifications. Page 171.

   (2) Approval of institutional request for program suspensions. Page 191.

   (3) Ratification of approved institutional request to reinstate suspended degree program. Page 193.

b. **Cooperative Agreement.** Ratify Oklahoma State University-Oklahoma City’s (OSU-OKC) request for a cooperative agreement. Page 194.

c. **Electronic Media.**

   (1) Ratification of approved courses for the Southern Regional Education Board (SREB) Electronic Campus. Page 197.

   (2) Approval of Southeastern Oklahoma State University to offer a program via electronic media. Page 201.
i. Resolutions. Resolutions honoring State Regents Staff. Page 223.

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

33. **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.


35. **Recognition.** Recognition of outgoing chairman.

36. **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."

37. **Announcement of Next Regular Meeting—9 a.m., Thursday, September 14, 2006 at the State Regents’ Office.**

38. **Adjournment.**
32. **Reports.**


c. Annual Reports.

   (1) Annual Student Assessment Report. (Supplement) Page 237.


   (3) Faculty Salary Report. (Supplement) Page 243.

   (4) Future Teachers Scholarship Program, FY 06. Page 245.


   (6) Neuwald Scholarship, FY 06. Page 249.

   (7) George and Donna Nigh Scholarship. Page 251.


   (10) Student Data Report. (Supplement) Page 257.
WHEREAS, the atmosphere and quality of the learning experience for students in Oklahoma higher education are directly tied to the qualifications, experience, and instructional delivery by faculty, and

WHEREAS, the academic experience of students of the higher education system of the State of Oklahoma would best be served by maintaining a fully qualified full-time faculty body across the State with a minimum of adjunct/part-time faculty limited to those cases where a) professionals working in their field can bring a useful perspective to the students, b) hiring full-time faculty members with such experience would be impractical, c) the adjunct faculty member brings expertise in the subject area not available among the full-time faculty, d) filling in for temporary vacancies of a full-time tenured faculty member, or e) providing instructional services due to unpredictable and unanticipated short-term increases in enrollment, and

WHEREAS, full-time tenure-track faculty members have traditionally represented the core of the faculty ranks with broad responsibilities beyond the classroom in critical areas such as curriculum development, institutional service, professional development, research, economic development, professional role models, and community service, and

WHEREAS, the percentage of full-time faculty has steadily and dramatically declined in the Oklahoma system of higher education with some institutions having over one-half of the total credit hour production being taught by adjunct/part-time faculty, and

WHEREAS, on the best end of the spectrum these adjunct/part-time faculty are dedicated, qualified and critical to the teaching function of the institution and are treated well by the institution, and

WHEREAS, on the worst end of the spectrum, adjunct/part-time faculty do not have equivalent education and/or experience levels, do not have other institutional commitments, do not have a significant (if any) voice in governance and curriculum development, do not have equivalent salaries and benefits, and essentially fall into what has been termed the “academic sweatshop,” and

WHEREAS, the academic experience of the students of the State of Oklahoma would be enhanced by attracting and retaining well-qualified adjunct/part-time faculty through development of equitable standards of compensation, equitable standards of employment (e.g. credible academic training, credible evaluation criteria and procedures), equitable standards of professional responsibility and institutional support (e.g. professional development, guidance from full-time faculty, office space with paid office hours, campus privileges).

BE IT THEREFORE RESOLVED that the Faculty Advisory and the Student Advisory Councils to the Oklahoma State Regents for Higher Education jointly and strongly recommend that all institutions consider full-time faculty positions as a top priority and that adjunct/part-time positions be limited to academically-justified situations and specific innovative programs such as has been suggested in the OSRHE Academic Efficiencies Initiative.

BE IT FURTHER RESOLVED that the adjunct/part-time faculty of the State System be treated as “real” faculty members, be subjected to the same requirements and be given equitable professional and monetary opportunities commensurate with their various positions.

____________________________________________
Faculty Advisory Council Chair
Dr. Brett Elliot

____________________________________________
Student Advisory Council Chair
Zakary Spitz

Meeting in joint session on Sunday, April 23, 2006
JOINT RESOLUTION-2
TEACHER SHORTAGE EMPLOYMENT INCENTIVE PROGRAM RESTRUCTURING

JUNE 2006

WHEREAS, the State of Oklahoma would like to increase the number of college graduates in Oklahoma; and,

WHEREAS, many Oklahoma higher education graduates, in the field of education, currently seek employment out of state; and,

WHEREAS, within five years roughly 10,000 Oklahoma teachers will be eligible for retirement; and,

WHEREAS, the current incentive program to retain Oklahoma graduates of the educational field, Teacher Shortage Employment Incentive Program, only applies to those graduates who teach mathematics or science for five years; and,

WHEREAS, Oklahoma teacher shortages may change to other academic areas in the future.

BE IT THEREFORE RESOLVED by the Student Advisory Board to the Oklahoma State Regents for Higher Education:

THAT, the State Legislature, State Regents, and the Chancellor examine ways in which to provide a monetary incentive comparable to the TSEIP program for other individuals who:

- Declare an intention to teach in Oklahoma and graduate from an Oklahoma accredited teacher education program.
- Maintain satisfactory progress in an academic program leading to an undergraduate or graduate degree in secondary education.
- Complete an approved program of professional teacher education that includes a student teaching requirement that leads to a certificate to teach in grades 7-12. (Alternative or emergency certificates will not qualify.)
- Be employed to teach within 16 months of graduating from an accredited university.
- Complete the first full year of eligible full-time teaching service by 25 months from their graduation date from a four-year college or university.
- Agree to teach in Oklahoma secondary schools for at least five years.

____________________________________________
Student Advisory Council Chair
Zakary Spitz

Faculty Advisory Council Chair
Dr. Brett Elliot

Meeting in joint session on Sunday, April 23, 2006.
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, June 29, 2006.

The following will be presented for comment:

➢ Academic service fee proposals.

Those desiring to be heard should notify the Chancellor’s Office of the State Regents by 5:00 p.m. on Monday, June 26, 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 #8-b:

Public Comment.

_Not Available Electronically._
AGENDA ITEM #9-a:

Tuition.

Not Available Electronically.
AGENDA ITEM #9-b:

Tuition and Fees.

SUBJECT: Approval of Institutional Requests for Changes to Academic Services Fees for FY07.

RECOMMENDATION:

It is recommended that the State Regents approve all institutional requests for changes to academic services fees for FY07 as reported on the attached schedule.

BACKGROUND:

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

Article XIII-A of the Constitution of the State of Oklahoma establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education. Among others, specific powers enumerated include the power to prescribe and coordinate student fees and tuition within limits prescribed by the Legislature. The State Regents are authorized to 1) establish resident tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for 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.

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

Institutional requests for changes to academic services fees for FY07 were posted at the State Regents’ meeting held March 23, 2006. Several additional requests for changes were posted at the April 27 and at the June 23, 2006 State Regents’ meetings. A public hearing was 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 on the statutory limits for resident and nonresident tuition and mandatory fees. The comprehensive list of requests for changes to academic services fees is posted to the State Regents’ web site at http://www.okhighered.org. A public hearing is schedule to be held in conjunction with the June 29, 2006 State Regents meeting for the purpose of receiving views and comments on additional requests posted in April and June.
POLICY ISSUES:

This item is consistent with the State Regents’ policy and procedures relating to tuition and student fees. State Regents’ policy lists February 1 of each year as the deadline for submission of requests for changes in academic services fees to be charged the following academic year. An exception to policy was requested for all institutions in order to allow several additional requests following the March 23 State Regents’ meeting. This exception to policy was approved at the State Regents’ meetings held April 27 and on June 23, 2006 when the additional requests were posted for public comment.

ANALYSIS:

Following the posting of institutional requests for changes to academic services fees at the March 23, 2006 Regents’ meeting, Oklahoma State University, Northwestern Oklahoma State University, Rogers State University, Oklahoma Panhandle State University, and Carl Albert State College each requested additional changes to academic services fees for FY07. In addition, State Regents’ staff recommended a new standard systemwide academic services fee of $8.00 per credit hour be charged by institutions participating in Cooperative Alliances for services provided by the institutions. These changes have been incorporated into the comprehensive listing of changes for FY07.

Of the twenty-five public institutions and Ardmore Higher Education Center in The State System, a total of twenty-five requested changes in academic services fees for Fiscal Year 2007; one institution had no requests for changes in these fees. Sixteen institutions have requested 211 changes in Special Instruction Fees, five institutions have requested 51 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 nineteen institutions have requested 44 changes in various Other Special Fees. A total of 629 changes have been requested to academic services fees for FY07, a decrease of 34 requests when compared to FY06 requests. The complete listing of all requests is attached. It is recommended that the State Regents approve these requested changes to academic services fees for FY07.

(Supplement)
AGENDA ITEM #10-a:

E&G Budget.

*Not Available Electronically.*
AGENDA ITEM #10-b:

E&G Budget.

SUBJECT: Approval of Allocation of Economic Development Grants.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation in the amount of $150,000 for a pilot program in support of intellectual property development at regional universities and community colleges totaling $90,000, and for an institutional project in the amount of $60,000, as listed below.

BACKGROUND:

The mission of the Oklahoma State Regents for Higher Education is to build a nationally competitive system of higher education that will provide education programs and services universally recognized for excellence, expand frontiers of knowledge, and enhance quality of life (II-I-36). Among the goals of the State Regents is the encouragement of economic development, applying scientific, professional, and technological expertise to promote economic progress.

Increased levels of research activities at Oklahoma’s regional universities indicate a need to develop technology transfer capabilities at these institutions. Both research universities have long since developed, staffed and funded such procedures. Although it is now apparent that important research may increasingly originate at other sites, establishment of a full-fledged technology transfer office at each campus would be premature. Rather, a process within the State Regents’ office could make available assistance with technology transfer and, if warranted, with the expense of securing patent protection. These activities are consistent with the State Regents’ efforts to align more closely our public universities and colleges with economic development activities statewide.

POLICY ISSUES:

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

ANALYSIS:

Pilot Program in Support of Intellectual Property Development. It is proposed that the State Regents approve a pilot program to facilitate intellectual property development and technology transfer activities at the regional universities and community colleges. The pilot program would provide a process whereby these institutions can obtain patents and licenses for faculty inventions.

First, faculty members at regional universities will submit an invention disclosure on a form developed from existing templates at the research universities. This form would be submitted to a point of contact at the State Regents’ office and then to Innovation to Enterprise (i2E) for evaluation. Funds for this evaluation would be provided by EPSCoR through commercialization vouchers, as is already in practice
at the research universities. The i2E service provides a snapshot assessment of the commercial potential of the invention.

A State Regents’ Patent Advisory Committee will be established and will be charged with making a timely recommendation concerning possible filing of a patent. If a patent is to be filed, the State Regents would defray the expenses of patent prosecution under an Agreement with the Firm of Dunlap, Codding & Rodgers at an estimated cost of $13,000 per patent (Agreement attached). The Agreement provides for five patents over three years, with no obligation to use the full number of patents. An application for foreign patent rights could also be considered, through the Patent Cooperation Treaty (PCT) at an estimated cost of $5,000.

Ownership of the invention would reside with the regional university or community college employing the faculty inventor. Royalty sharing agreements between the institution and faculty are either in place or would need to be enacted, along the lines of those in place at the research universities.

At no cost to the Regents or the regional universities, i2E will undertake the obligation to attempt to secure a licensee for the patent. The regional university owning the patent would have final say on whether or not to enter into such agreements.

An Economic Development allocation of $90,000 would be used for the first five patents, as per the attached Agreement with Dunlap, Codding & Rodgers. The long-term potential benefits of this program would be to enhance the research culture at the regional universities and higher education’s contribution to the state economy.

New Grants. The following new grant is recommended for funding in FY06:

**Redlands Community College. “Redlands/Alliance Partnership (RAP).” ($60,000)**
The Redlands/Alliance Partnership (RAP) is collaboration between Redlands Community College and Alliance Steel of Oklahoma City on behalf of steel-related companies in the area. The purpose of RAP is to provide a sound education and training curriculum for Oklahoma’s steel-related industries, particularly for steel detailers. Alliance and Redlands will work to design and deliver a job marketing and training concept to meet the demand of steel detailers. Once established and streamlined, the concept will be used to meet employer demands at other steel-related companies. State agencies will be involved in the replication of this project.

The potential economic impact of this investment is significant. The metro Oklahoma City steel construction companies each have 5 to 20 unfilled steel detailer positions and would hire 5 to 20 more in 2006-07, if an applicant pool were available. The individual companies have advertised these positions and offered to pay $12.50 to $14.00 per hour to new trainees. Steel companies were unable to find workers with the required math and science skills and began to offshore jobs in 2005, resulting in a $2.2 million payroll loss to the metro area. Funding is recommended as a one-time allocation in the amount of $60,000 in FY06.
RETAINER AGREEMENT

THIS RETAINER AGREEMENT made by and between the Oklahoma State Regents for Higher Education, a constitutional education agency of the State of Oklahoma, hereinafter called "OSRHE," and Dunlap, Codding & Rogers P.C., an incorporated law firm with offices located at 1601 N.W. Expressway, Suite 1000, Oklahoma City, Oklahoma, hereinafter called "Firm,"

WITNESSETH:

WHEREAS, the University of Oklahoma and Oklahoma State University have made their own respective arrangements with respect to obtaining legal protection of intellectual property which is created by members of their respective communities;

WHEREAS, members of the communities of the remaining state educational institutions which comprise The Oklahoma State System of Higher Education (i.e., Langston University, Oklahoma Panhandle State University, Murray State College, Connors State College, Cameron University, Eastern Oklahoma State College, Northeastern Oklahoma Agricultural and Mechanical College, University of Central Oklahoma, East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, University of Science and Arts of Oklahoma, Rogers State University, Carl Albert State College, Redlands Community College, Northern Oklahoma College, Oklahoma City Community College, Rose State College, Seminole State College, Tulsa Community College, and Western Oklahoma State College), each hereinafter called "Institution" individually and "Institutions" collectively, create intellectual property which inures to the benefit of the Institution where the intellectual property was created and to the benefit of the public, and which requires legal protection; and

WHEREAS, each Institution requires skills and specialized legal assistance in order to adequately respond to questions regarding intellectual property and to obtain the most effective legal protection for that Institution's intellectual property interests; and

WHEREAS, the OSRHE, as the coordinating board for The Oklahoma State System of Higher Education, wishes to assist the Institutions in obtaining such legal assistance and legal protection for their intellectual property; and

WHEREAS, the Firm possesses the ability and expertise in the areas at issue; and

WHEREAS, the OSRHE wishes to engage the services of the Firm for such purposes;
NOW THEREFORE, in consideration of the mutual covenants and conditions herein set forth, the parties agree as follows:

1. Purpose of Retainer and Relationship between the Parties.

1.1 Firm is hereby retained by the OSRHE to provide legal services related to evaluating invention disclosures, and to preparing, filing and prosecuting during the term of this Retainer Agreement five (5) United States patent applications from inventors who are members of the communities of the Institutions, such legal services to include normal patenting procedures, e.g., preparation of patent applications, responding to rejections and attending to the issuance of patents. Provided, such legal services shall not cover extraordinary patenting procedures such as appeals from rejections, interferences, reissue procedures, re-examination procedures and in-person interviews with examiners. The OSRHE shall be responsible for paying the first maintenance fee, the Institution shall be responsible for paying all subsequent maintenance fees, and Firm shall be responsible for paying filing fees and issue fees.

1.2 Further, Firm is hereby retained by the OSRHE to provide general advice and assistance on intellectual property matters to the General Counsel of the OSRHE, the General Counsel or other attorney of the Institution, and to other persons as the OSRHE or the Institution may direct, and to provide legal services, advice and counsel in licensing technology created and/or developed at or under the auspices of any Institution.

1.3 The relationship of Firm to the OSRHE and to each Institution arising from the Retainer Agreement shall be that of attorney and client. It is understood and agreed that the staff of the OSRHE and of each of the Institutions shall assist Firm in developing and providing any documentation necessary to support the legal services provided by Firm. Firm shall be of counsel to the General Counsel of the OSRHE and to the General Counsel or other attorney of the Institution in the provision of legal services.

2. Liaison with the Institution.

Firm agrees that Marc Brockhaus shall have primary responsibility for the legal services performed hereunder and to the extent reasonable shall be the contact person with the General Counsel of the OSRHE and the General Counsel or other attorney of the Institution during the term of this Retainer Agreement. It is understood and agreed that additional professionals of Firm shall be available to provide needed legal services contemplated under this Retainer Agreement.
3. **Compensation.**

3.1 The OSRHE shall pay Firm as compensation for the legal services described above no more than the sum of Thirteen Thousand Dollars ($13,000.00) for each patent application, and reasonable continuation patent applications there from, payable as each patent application is made. Continuation-in-Part patent applications are considered to be new patent applications.

3.2 Firm agrees to perform the services set forth in Section 1.1 above for any and all such patent applications up to a maximum of five (5) United States patent applications during the term of this Retainer Agreement. For each such patent application, the OSRHE shall pay Firm as compensation for such legal services on an hourly basis at sixty percent (60%) of Firm's then-current billing rates, capped at and not to exceed the sum of Thirteen Thousand Dollars ($13,000.00).

4. **Term and Termination.**

4.1 This Agreement shall commence ________________, 2006, and shall continue for a term of one (1) year ending on ________________, 2007 or until earlier terminated as provided elsewhere herein.

4.2 Except as otherwise provided, this Retainer Agreement may be terminated at any time by mutual agreement of the parties or by the OSRHE at the beginning of any fiscal year, if it determines, in its sole and absolute discretion, that there are insufficient monies to fund this Retainer Agreement. In the latter event, the OSRHE shall endeavor to give sixty (60) days prior written notice.

4.3 The term of this Retainer Agreement may be extended by the OSRHE for no more than two (2) extensions of one (1) year each, under the same terms and conditions set forth herein, upon giving thirty (30) days prior written notice to Firm.

5. **Attorney/Client Privilege.**

Firm shall use its best efforts to protect the attorney/client privilege, the attorney work-product privilege, and any other privileges available to the fullest extent allowed by law.

6. **Governing Law.**

This Retainer Agreement shall be governed by and construed under the laws of the State of Oklahoma.

7. **Severability.**
If any provision of this Retainer Agreement shall be determined to be void, invalid, unenforceable or illegal for any reason it shall be ineffective only to the extent of such prohibition and the validity and enforceability of all the remaining provisions shall not be affected thereby.

8. **Modification.**

This Retainer Agreement may not be assigned by either party without the express written consent of the other, in advance; the assignee thereof shall have all the rights and remedies of the original parties insofar as the same are assignable. Assignment shall only be as a whole and not as a part, nor as to any part interest therein.

9. **Entire Agreement.**

This Retainer Agreement and its exhibits, if any, constitute the entire understanding between the parties with respect to the subject matter hereof and supersedes any and all prior understandings and agreements, oral and written relating hereto. Any amendment hereof must be in accord with the above paragraph on modification.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement on the dates indicated below.

DUNLAP, CODDING & ROGERS

By: ______________________________

Marc A. Brockhaus

Date: _____________________________

THE OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

By: ______________________________

Date: _____________________________
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 29, 2006

AGENDA ITEM #11-a:

EPSCoR.

SUBJECT: Approval of Matching Funds for Department of Defense.

RECOMMENDATION:

It is recommended that the State Regents ratify the allocation of matching funds to the University of Oklahoma for a total amount of $151,565.

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:

The recommendation is consistent with State Regents’ policy (II-1-25.2) and actions.

ANALYSIS:

The projects listed below received a letter of endorsement from the Chancellor with a commitment of matching funds upon funding by the federal EPSCoR agency. Historically, it has been the practice that institutions receiving matching funds for EPSCoR programs are funded at the beginning of the grant year. The projects listed were awarded by the Department of Defense DEPSCoR program. The requested allocation is for year three of three-year projects.

DEPSCoR Awarded FY04
AGENDA ITEM #11-b:

EPSCoR.

SUBJECT: Approval of EPSCoR Grant Allocation.

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of $292,650 in matching funds for the National Institutes of Health grant, “Oklahoma IDeA Network of Biomedical Research Excellence,” to participating universities.

BACKGROUND:

The Institutional Development Award (IDeA) is the designation for the National Institutes of Health’s EPSCoR Program. Twenty-three states, including Oklahoma, participate in the IDeA Program. In 2004, the University of Oklahoma Health Sciences Center was awarded a grant for $17.95 million to establish the “Oklahoma IDeA Network of Biomedical Research Excellence” (INBRE). The primary goal of INBRE is to establish a biomedical research network between selected primarily undergraduate and research-intensive institutions. INBRE funds research programs for faculty and students at six undergraduate campuses in Oklahoma: Northeastern State University, Southeastern Oklahoma State University, Langston University, the University of Central Oklahoma, Cameron University, and Southwestern Oklahoma State University. INBRE also funds interdisciplinary science curriculum development to modernize and upgrade the educational opportunities for students at these campuses, following a blueprint developed by the National Academy of Sciences (“Bio 2010”). During the past year, $329,078 was provided by INBRE to support research grants ranging from $20,000 to $50,000 and to provide release time for faculty at these universities to prepare external grant applications and to initiate development of Bio 2010 curricula.

POLICY ISSUES:

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

ANALYSIS:

Eighteen one-year research grant applications, ranging from $20,000 to $50,000, were submitted by faculty at the universities participating in INBRE. The proposals were subjected to peer-review by a panel of biomedical research experts and nine were judged to be highly meritorious. Four of these grant applications will be funded by the INBRE grant. With State Regents funding, the remaining five meritorious grant applications can also be funded. State Regents funding will also be used to provide summer salaries for faculty members at institutions participating in INBRE to prepare external grant applications and to continue the development of the Bio 2010 curriculum. State Regents funding will further enhance the research and scholarly endeavors at these universities, improve the science curriculum offered to undergraduate students, and thereby encourage students to consider scientific careers.
AGENDA ITEM #11-c:

EPSCoR.

SUBJECT: Approval of Contract/Agreement

RECOMMENDATION:

It is recommended that the State Regents ratify the FY 2007 contract between the Board of Regents of the University of Oklahoma and the State Regents for facilities leased effective July 1, 2006 and office reconfiguration.

BACKGROUND:

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

POLICY ISSUES:

The recommendation is consistent with State Regents’ policy.

ANALYSIS:

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

This agreement, effective July 1, 2006, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

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

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

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

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

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

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

2. Three persons identified to the OSRHE by OU will have full access to the designated space for the conduct of EPSCoR business.

3. OU will pay to the OSRHE the amount of $1,517.65 per month as per the attached supplement.

4. OU will pay to the OSRHE the amount of $5,053.75 for office reconfiguration.

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

6. This Agreement will terminate June 30, 2007, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.

7. This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.
<table>
<thead>
<tr>
<th>OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION</th>
<th>BOARD OF REGENTS OF THE UNIVERSITY OF OKLAHOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature</td>
<td>Signature</td>
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<tr>
<td>Printed Name</td>
<td>Printed Name</td>
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<tr>
<td>Title</td>
<td>Title</td>
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<td>Date</td>
<td>Date</td>
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</tbody>
</table>
Memorandum of Agreement Supplement  
Between the University of Oklahoma Board of Regents  
and the Oklahoma State Regents for Higher Education

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma EPSCoR according to the following schedule for the period of July 1, 2006 to June 30, 2007:

<table>
<thead>
<tr>
<th></th>
<th>Rate</th>
<th>Square Footage</th>
<th>FTE Cost</th>
<th>Deprec.</th>
<th>Term Cost 7/1/06 - 6/30/07</th>
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<tbody>
<tr>
<td><strong>FURNITURE</strong></td>
<td></td>
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<tr>
<td>Frank Waxman</td>
<td>5,802.20</td>
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<td>580.22</td>
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<td>Dawn Scott</td>
<td>6,735.68</td>
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<td>673.57</td>
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<tr>
<td>Sasha Smith</td>
<td>6,735.68</td>
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<td></td>
<td>673.57</td>
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<tr>
<td>Shelley Wear</td>
<td>6,735.68</td>
<td></td>
<td></td>
<td>673.57</td>
<td></td>
</tr>
<tr>
<td>Camelia Pop</td>
<td>6,735.68</td>
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<td>673.57</td>
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<tr>
<td><strong>FURNITURE TOTAL</strong></td>
<td>32,744.92</td>
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<td>3,274.50</td>
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<tr>
<td><strong>SPACE</strong></td>
<td></td>
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<tr>
<td>Frank Waxman</td>
<td>16.24 sf</td>
<td>232</td>
<td>3,767.68</td>
<td>3,767.68</td>
<td></td>
</tr>
<tr>
<td>Dawn Scott</td>
<td>16.24 sf</td>
<td>135</td>
<td>2,192.40</td>
<td>2,192.40</td>
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<tr>
<td>Sasha Smith</td>
<td>16.24 sf</td>
<td>135</td>
<td>2,192.40</td>
<td>2,192.40</td>
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<tr>
<td>Shelley Wear</td>
<td>16.24 sf</td>
<td>135</td>
<td>2,192.40</td>
<td>2,192.40</td>
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<tr>
<td>Camelia Pop</td>
<td>16.24 sf</td>
<td>135</td>
<td>2,192.40</td>
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<tr>
<td><strong>SPACE TOTAL</strong></td>
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<td>1,500.00</td>
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<td><strong>OneNet</strong></td>
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<tr>
<td>Frank Waxman</td>
<td>15.00</td>
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<td>180.00</td>
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<tr>
<td>Dawn Scott</td>
<td>15.00</td>
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<td>180.00</td>
<td>180.00</td>
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<tr>
<td>Sasha Smith</td>
<td>15.00</td>
<td></td>
<td>180.00</td>
<td>180.00</td>
<td></td>
</tr>
<tr>
<td>Shelley Wear</td>
<td>15.00</td>
<td></td>
<td>180.00</td>
<td>180.00</td>
<td></td>
</tr>
<tr>
<td>Camelia Pop</td>
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<td></td>
<td>180.00</td>
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<tr>
<td><strong>OneNet TOTAL</strong></td>
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<tr>
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<td>18,211.78</td>
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<tr>
<td><strong>Monthly Cost</strong></td>
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<td>1,517.65</td>
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<tr>
<td><strong>Office Reconfig</strong></td>
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<td>5,053.75</td>
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<tr>
<td><strong>Total Cost</strong></td>
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<td>23,265.53</td>
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</tbody>
</table>
AGENDA ITEM #11-d:

EPSCoR.

SUBJECT: Service Agreement

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

This recommendation is in accordance with State Regents’ policy.

ANALYSIS:

During 2003, EPSCoR contracted with the American Association for the Advancement of Science (AAAS) to conduct a study of the undergraduate campuses participating in the Oklahoma Biomedical Research Infrastructure Network (BRIN), an award funded by NIH in 2001. One of the major needs identified in the AAAS report was for a “Research Whip” to facilitate grant-writing activities at the undergraduate campuses. The Research Whip, or the “Coordinator for Grant Writing and External Funding Technical Assistance,” has been hired as an employee of the State Regents for Higher Education with close proximity to the EPSCoR Director. The Research Whip will work under the direct supervision of the Associate Vice Chancellor and Special Assistant to the Chancellor in the Federal Relations division. This person will be supported by EPSCoR and IDEA grants for a total of five years, with the level of support reducing to 20% by year five. The FY07 year represents the fourth year of support for this position at a level of 40%.

This recommendation initiates a service agreement for the period of July 1, 2006 through June 30, 2007 for services rendered to Oklahoma EPSCoR and the State Regents for Higher Education.
SERVICE AGREEMENT

OUHSC PI: Dr. Frank Waxman
Grant No.: P20RR0116478-06
OUHSC C Account:

This Service Agreement is entered into on this 1st day of July 2006 by and between the Board of Regents of the University of Oklahoma on behalf of Frank Waxman, Ph.D. (“University”), and the Oklahoma State Regents for Higher Education (“OSRHE”).

1. Whereas, the University has been awarded Grant No. P20RR016478-06 from the National Center for Research Resources entitled "Oklahoma IDeA Network of Biomedical Research Excellence" for the provisions of certain services, and:

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

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

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

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

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

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

3. This Agreement shall be for a total amount of $14,000 for services provided. OSRHE will invoice University quarterly for one-fourth of the total amount of the agreement, and University will pay OSRHE no later than forty-five (45) days following the receipt of the invoice.

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

4. The term of this agreement shall be from July 01, 2006 to June 30, 2007 unless (a) either party gives the other 30 days written notice of its intent to terminate the agreement, or (b) the award under which the University has agreed to provide these services is terminated, or (c) immediately in the event of material breach of this Agreement by either party.

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

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

Agreed and Accepted:

OSRHE
________________________________
Paul G. Risser
Chancellor

Board of Regents of the University of Oklahoma
________________________________
Patricia A. Benton, Ph.D.
Executive Director
Office of Research Administration

Acknowledged:

Frank Waxman, Ph.D.

Service Agreement

OSU PI: Dr. Frank Waxman
Grant/Contract No.: EPSCoR 2006
OSU Account: Total Amount: $14,000

This Service Agreement in entered into on this 1st day of May 2006 by and between Oklahoma State University behalf of Frank Waxman, Ph. D. (“University”), and the Oklahoma State Regents for Higher Education (“OSRHE”).
Whereas, the Prime Contract #0447262 under Oklahoma State University entitled “EPSCoR Research Infrastructure Improvement Plan” for the provisions of certain services, and:

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

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

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

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

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

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

   This Agreement shall be for a total amount of $14,000.

   • OSRHE will invoice University monthly for one-twelfth of the personnel amount and travel as actual expenses are incurred. The University will pay OSRHE no later than forty-five (45) days following the receipt of the invoice.

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

3. The term of this agreement shall be from May 01, 2006 to April 30, 2007 unless a) either party gives the other 30 days written notice of its intent to terminate the agreement, or b) the award under which the University has agreed to provide these services is terminated, or c) immediately in the event of material breach of this Agreement by either party.

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

5. As applicable, the provisions of Executive Order 11246, as amended by EO 11375 and EO 11141 and as supplemented in Department of Labor regulations (41 CFR Part 60 et.
Agreed and Accepted:

OKLAHOMA STATE UNIVERSITY

__________________________  Date
Stephen W. S. McKeever
VP for Research and Technology Transfer

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

__________________________  Date
Paul Risser
Chancellor
AGENDA ITEM #12:

Master Lease Purchase Program.

RECOMMENDATION:

It is recommended that the State Regents authorize for submission to the Council of Bond Oversight the 2006B Master Lease Series. The total projects from four entities amount to approximately $3.8 million.

BACKGROUND:

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

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

POLICY ISSUES:

Recommendation is consistent with current State Regents’ policy.

ANALYSIS:

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

The second series for 2006 includes four system institutions with an estimated total of approximately $3.8 million of equipment and energy performance contract purchases. The following table summarizes this series of project totals by institution.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Amount to be Financed in August Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Central Oklahoma</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>150,085</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>950,000</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>1,200,000</td>
</tr>
<tr>
<td><strong>Total for August Issue</strong></td>
<td><strong>$3,800,085</strong></td>
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<tr>
<td>Item #</td>
<td>Item #</td>
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</tbody>
</table>

Total (Subtotal if multiple sheets) $1,500,000

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

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.
<table>
<thead>
<tr>
<th>Item #</th>
<th>State Regents’ Campus Master Plan Project #</th>
<th>Description--Be Specific (i.e., size, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Date Funding Needed mm/dd</th>
<th>Estimated Useful Life in Years</th>
<th>Estimated Replacement Strategy Life* in Years</th>
<th>Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)</th>
<th>Point of Contact (Name and Phone Number)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Computerized Radiography system</td>
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<td>Aug-06</td>
<td>5</td>
<td>5</td>
<td>No</td>
<td>For use with existing xray equipment. Will allow for filmless xray procedures using digital technology. Will result in higher quality images and more efficient department operations.</td>
<td>Steve Rogers 405-744-8052</td>
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* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.
<table>
<thead>
<tr>
<th>Item #</th>
<th>State Regents' Campus</th>
<th>Master Plan Project #</th>
<th>Description—Be Specific (i.e., size, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Date Funding Needed mm/dd</th>
<th>Estimated Useful Life in Years</th>
<th>Estimated Replacement Strategy Life* in Years</th>
<th>Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)</th>
<th>Point of Contact (Name and Phone Number)</th>
<th>Remarks</th>
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<tr>
<td>1</td>
<td>461-0501</td>
<td>461-9902 461-0301</td>
<td>Geothermal System Lighting Retrofit, Plumbing, HVAC</td>
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<td>Tom Volturo (918) 343-7861</td>
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* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.
<table>
<thead>
<tr>
<th>Item #</th>
<th>Project #</th>
<th>Description—Be Specific (i.e., size, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Date Needed</th>
<th>Estimated Useful Life in Years</th>
<th>Estimated Replacement Strategy Life in Years</th>
<th>Will a Third Party Benefit Economically by use of this Equipment (i.e., Taxable Third Party such as For-Profit Entity)</th>
<th>Point of Contact (Name and Phone Number)</th>
<th>Remarks</th>
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<td>Student Union - Residential</td>
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<td>8/2</td>
<td>10</td>
<td>See Remarks</td>
<td>Ross Walkup 580-745-2148</td>
<td>The new student union is being completed with</td>
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<td></td>
<td>Dining Equipment (All New)</td>
<td></td>
<td></td>
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<td>Sodexho as the food svc provider. Sodexho will use the new equipment for student dining and catering events on campus.</td>
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<td>Aerospace Modular Flight Deck</td>
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Total (Subtotal if multiple sheets) $1,200,000

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

Please return your survey to smauck@osrhe.edu or by fax to 405-225-9230.
AGENDA ITEM #13-a:

Policy.

SUBJECT: Approval of amendments to the allocation guidelines for the National Guard Tuition Waiver.

RECOMMENDATION:

It is recommended that the State Regents approve the proposed policy changes and approve amendments to the allocation guidelines for the National Guard Tuition Waiver.

BACKGROUND:

The State Regents established in 1995 the Oklahoma National Guard Tuition Waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for resident tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on their total undergraduate enrollment.

POLICY ISSUES:

This recommendation is consistent with State Regents’ policy on the purposes of the tuition waiver scholarship program (II-4-46).

ANALYSIS:

The attached policy guidelines have been amended to incorporate both requests from the National Guard regarding administration of the program. The amendments contain the following substantive changes:

1. The maximum eligibility of six years would be deleted allowing the actively participating (i.e. drilling) guard member to utilize a waiver as long as needed to complete a bachelor’s degree;
2. The student would be required to maintain a cumulative grade point average of 2.00 or above and lose eligibility in subsequent semesters until a semester following the return of the student’s cumulative GPA to a minimum of 2.00; and,
3. An amendment is included to expand the eligibility to nonresident students who are active members of the Oklahoma National Guard making them eligible to receive a waiver of the nonresident portion of tuition or to be charged the resident rate only, dependent upon the institution’s tuition rate structure. An institution would not be reimbursed for the nonresident portion that is waived.

The recommended amendments would be effective in the fall 2006 semester.
NATIONAL GUARD TUITION WAIVER PROCEDURES AND
REIMBURSEMENT ALLOCATION GUIDELINES

I. Goals of the Program

The Oklahoma National Guard Tuition Waiver is established as an incentive for qualified young
men and women to join the Oklahoma National Guard and as a means to retain skilled, productive
citizens within the state.

II. Requirements for Program Eligibility

A student who is a member of the Oklahoma National Guard shall be eligible for a full resident
tuition waiver, provided the student:

1. is a bona fide member of the Oklahoma National Guard at the beginning of the semester for which
he/she is applying for a waiver or by the waiver application deadline determined by the institution
and the Educational Service Office of the Oklahoma Military Department;

2. has been certified as a member in good standing by the Adjutant General;

3. is an Oklahoma resident; Nonresident students who are actively participating members of the
Oklahoma National Guard may be eligible for a waiver of the nonresident portion of tuition or
will charged the resident tuition rate only, dependent upon the tuition rate structure approved for
the institution they are attending.

4. does not currently hold a baccalaureate or graduate degree; and

5. meets all admission and retention requirements of the institution; and

6. maintains a cumulative grade point average (GPA) of a minimum of 2.00.

III. Certification of Eligibility

The student is required to submit a Statement of Understanding and Certificate of Basic Eligibility
(OKARNGA Form 60) coordinate each semester for which he/she is applying for the waiver with
his/her Unit Administrator for application under the OKARNG Regulation 621-202 or the OKAGN
Regulation 621-202 requirements. The certification form is to be signed by a commander or
representative of the Oklahoma National Guard. This signature certifies that the student is in good standing with the National
Guard and that the National Guard member agrees to abide by all program rules and procedures.

The form is to be forwarded by the student to the designated National Guard Tuition Waiver
coordinator at the Education Services Office of the Oklahoma Military Department. The student
should contact their Unit Administrator/Commander for participation in the program for each
semester by the following dates preceding the term in which the student is enrolling: Summer
Semester, June 15th; Spring Semester, January 31st and the Fall Semester: August 31st. The
official certification listing will be provided to the institutions by the Education Service Officer of
the Oklahoma Military Department within two weeks of the published filing dates for each semester.
as defined above. Students whose names do not appear on the official certification listing will not be eligible for a waiver for that semester.

IV. Enrollment Requirements

A student meeting all of the program eligibility requirements will be awarded a full resident tuition waiver, provided the student:

1. is enrolled in a program of study in an Oklahoma State System college or university leading to an associate degree or a baccalaureate degree;

2. is enrolled in a minimum of three semester credit-hours. The student may meet enrollment requirements either at a single institution or more than one institution in the Oklahoma State System of Higher Education; and,

3. has submitted a plan for the completion of his/her degree with the Oklahoma National Guard.

V. Fiscal Aspects of the Program

1. The waiver will be awarded to students in programs leading to a baccalaureate or associate degree. Waivers will not be awarded for programs leading to a certificate, continuing education courses, or vo-tech courses which are not counted towards a degree program at another institution.

2. The waiver will cover resident tuition for all courses for which resident tuition is charged. The student is responsible for all other fees: mandatory fees, special course fees, student activity and facility fees, assessment fees, and others.

3. Concurrently enrolled high school students are not eligible for this tuition waiver.

4. The tuition waiver is not applicable to professional programs which do not require an earned degree.

5. A student may receive a waiver for a maximum of eighteen (18) semester credit hours each semester, for up to six years from the date of first application. If a student is called to active duty during his or her consecutive six-year award period, additional waiver eligibility may be added to the end of the six-year period to equal the mobilization time plus four months in order to help the student complete the program of study upon returning to the State. The Educational Service Officer will verify active duty status and any additional eligible on an individual student basis until the student has met the requirements for a bachelor’s degree.

6. A student may not receive a waiver for courses completed in a prior semester; that is, a student must apply for the waiver during the semester in which he or she is enrolled by the deadline determined by the institution and the Educational Service Office of the Oklahoma Military Department. If a student fails to maintain a minimum GPA of 2.00 during a semester, he/she will be ineligible for a waiver in subsequent semesters until the student’s cumulative GPA returns to a minimum of 2.00. Once the student’s GPA has returned to 2.00 or higher, the student may apply for a waiver in the next semester.
6. The State Regents have approved a policy exception for the National Guard Tuition Waiver regarding provisions on financial need, on distribution of awards across fields of study and levels of students and on the budgetary limitation.

VI. Institution Responsibilities

1. The Education Service Officer of the Oklahoma Military Department shall establish a deadline each semester for turning in the Certification of Eligibility as application for the waiver.

2. The institution will report all hours and dollars waived at the end of each academic year. All hours from which the student withdraws subsequent to the add/drop period or for which the student fails to earn a passing grade (i.e., a “D” or above) will be billed to the student and be ineligible for a waiver.

3. The Ardmore Higher Education Center, will be responsible for reporting the number of credit hours waived for each National Guard member to each institution that provide courses at the center. The center's report to the State Regents' office should reflect only that portion of hours and dollars waived for which the center is responsible.

VII. National Guard Responsibilities

1. The National Guard shall complete a Statement of Understanding and Certificate of Basic Eligibility for each National Guard applicant.

2. The National Guard shall work with the student in preparing a degree plan. The National Guard will monitor student progress in the completion of the degree.

3. The National Guard shall distribute information materials including the application deadline, for each institution and Statement of Understanding and Certificate of Basic Eligibility to National Guard members.

4. The National Guard shall coordinate the circulation of the official certification listing of eligible students with the State System institutions and determine the appropriate filing deadlines for the student in submitting his or her approved Form 60 application prior to or early in each semester.

VIII. Allocation of Funds

For reimbursement purposes, each institution is responsible for waiving tuition for a minimum number of credit hours each academic year, based on total undergraduate enrollment as shown below:

<table>
<thead>
<tr>
<th>Undergraduate FTE</th>
<th>Minimum Hours Required For Reimbursement Eligibility</th>
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<tbody>
<tr>
<td>10,000 or greater</td>
<td>750</td>
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<tr>
<td>5,000 to 9,999</td>
<td>450</td>
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<td>4,999 or less</td>
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Funds will be distributed to the institutions with the allocation of state appropriations for the next fiscal year on a prorated basis according to the number of credit hours waived in excess of the minimum commitment in the previous academic year.

AGENDA ITEM #13-b:

Policy.

SUBJECT: Approval of amendments to the Purchasing Policy

RECOMMENDATION:

It is recommended that the State Regents approve an exception to policy regarding posting of proposed policy changes and approve amendments to the State Regents’ Purchasing Policy.

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 Purchasing Rule amendments approved at the State Regents’ March 23, 2006 meeting have been approved by Governor Henry and the legislature, and will be effective July 14, 2006. To implement the applicable rule amendments for internal policy and procedures, it is recommended that the State Regents adopt the attached proposed Purchasing Policy amendments.

POLICY ISSUES:

The proposed policy 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 policy amendments recommended reflect the applicable changes that were made by the rule amendments approved by the State Regents on March 23, 2006. The changes 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. The Purchasing Policy changes 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 changes include:

1. **Expanding the types of professional services exempt from competitive bidding requirements to include professional services of investment managers, 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 the 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. We anticipate this exemption will 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.

3. **Clarifying authority for the negotiation process.**

   The new policy 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 administrative rule 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.
4. **Changing the requirements for purchases between $2,501 and $25,000.**

   The policy 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.

5. **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 policy change will expand the exemption to all types of training when the following criteria are taken into consideration: (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.
PURPOSE:

The purposes of this policy 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.

AUTHORITY:

Authority for purchasing may be delegated by the Chancellor. Purchases in excess of $100,000 require prior approval of the State Regents. 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.

The Purchasing Office of the State Regents is responsible for making all purchases of goods and services for all operations of the State Regents. All purchase orders and purchase contracts will be issued by the Purchasing Office, which will review purchase orders and purchase contracts prior to their issuance. The Budget and Fiscal Division will review purchase requests in excess of $2,500 to ensure availability of funds.

The Purchasing Director or Purchasing Director’s designee may negotiate contracts on behalf of the Oklahoma State Regents and OneNet per State Regents’ administrative rules 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.

The Chancellor will provide for the development of written procedures required to implement this policy. The procedures will be effective when approved by the Chancellor and, in conjunction with this policy, will govern all acquisitions of goods and services by the State Regents.

PURCHASING PROCESSES:

**Purchases $2,500 or less** are not subject to competitive bidding and may be made from vendors capable of providing the required good(s) or service(s) in a quality and timely manner.

**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, email or facsimile transmission from the vendors.
**Purchases in excess of $25,000** shall be made on the basis of one of the following processes:

**Formal solicitation bid process** – This process requires that vendors submit sealed bids in accordance with detailed specifications of the goods or services to be purchased. Bids are to be awarded to the vendor that submits a bid meeting specifications and offers the best value to the state.

**Alternatives to the Formal Bid Process** – Purchases may be made from purchase orders or purchase contracts or at a price equivalent to purchase orders or purchase contracts that have been awarded to a vendor(s) on the basis of competitive bids by any of the following entities:
- Oklahoma Department of Central Services;
- Colleges and universities and other entities within the state system;
- General Services Administration; and
- Educational purchasing consortia.

**Request for Proposals Process** – A Request for Proposal (RFP) process may be used when it is determined by the Chancellor or the Chancellor’s designee that it is more practical and advantageous to receive proposals for services or goods rather than to invite competitive bids based on detailed specifications. The RFP process will ordinarily be limited to purchases, such as professional services, where the purchase award is based on qualitative factors most advantageous to the state.

**Split Purchasing** – Split purchasing is prohibited. Split purchasing occurs when goods or services are artificially divided into separate contracts for the purpose of evading the competitive bidding requirements of this policy.

**PURCHASES EXEMPT FROM COMPETITIVE BIDDING REQUIREMENTS:**

**Emergency Purchases** – The Chancellor or the Chancellor’s designee may waive bidding requirements when an emergency exists that is a threat to public health, welfare, or safety of State Regents’ operations and staff. In such event, documentation that is reasonable and sufficient under the circumstances should be maintained substantiating the basis for the emergency and justifying the selection of the vendor.

**Memberships and Subscriptions** – Memberships in organizations and subscriptions to publications are not subject to competitive bidding, but must be approved by the Chancellor or the Chancellor’s designee. Periodically, the Chancellor will require a review of all memberships and subscriptions to ensure that they continue to serve the best interests of the agency.

**Professional and Personal Services of Licensed Professionals** – The following types of professional service contracts may be awarded without competitive bidding, except as may be otherwise provided by law applicable to the State Regents. 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 contracts for the 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.

**Sole Source Purchases** – When a contract for a particular acquisition for services or goods which, by the contract specifications needed by the agency, restricts the contract to one vendor or to one brand name, the purchase can be made without informal quotations or formal bids. All sole source purchases are subject to the approval of the Chancellor or the Chancellor’s designee, and must be supported by a written statement of justification from the requesting unit.

**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.

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

**Contract Renewals** -- 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. The Purchasing Director or Purchasing Director’s designee will have authority to negotiate contracts on behalf of the Oklahoma State Regents.

**STAFF DEVELOPMENT:**

The State Regents encourage continued professional development for staff with responsibilities for purchasing, including membership in professional purchasing associations and participation in the information networks available through such associations, as well as professional training in state procurement practices and related certification.

_________________________    July 14, 2006
Chancellor Paul G. Risser    Date
AGENDA ITEM #14:

Capital Improvement Projects.

SUBJECT: Transmittal of Capital Improvement Projects to the State of Oklahoma Long-Range Capital Planning Commission

RECOMMENDATION:

It is recommended that the State Regents authorize the transmittal of institutional capital improvement plans for the five (5) fiscal years 2007-2011 to the State of Oklahoma Long-Range Capital Planning Commission. The institutional capital improvement plans are presented in the supplement to this agenda.

BACKGROUND:

The State of Oklahoma Long-Range Capital Planning Commission was created during the 1992 legislative session (62 O.S. Supp.1996, Section 901). Its purpose was to establish a capital planning process that would result in an annually updated state capital improvement plan addressing all agency and institutional needs covering the next five years. The statute provides that the Oklahoma State Regents for Higher Education shall cooperate with the Commission by collecting from each institution and entity in The Oklahoma State System of Higher Education a detailed list of all capital projects anticipated for the next five years. Institutional listings identify projects that will require funding from state appropriations, as well as projects that will be self-funded by the institution from sources such as Section 13 and New College funds, revenue bond proceeds, auxiliary enterprise revenues and Section 13 Offset.

POLICY ISSUES:

None.

ANALYSIS:

Based on the information submitted by institutions and agencies, the Commission, submits prior to each legislative session, a state capital improvement plan to the Governor and legislative leadership that contains two sections. The first section includes projects identified by institutions and agencies that the Commission recommends for funding from state appropriations. The second section includes all self-funded projects that were identified by institutions and agencies.

The Commission's approach for development of a state capital improvement plan focuses on projects for which state appropriations are required. The Commission's evaluation process has in prior years placed a high priority on projects relating to telecommunications and technology, asset preservation, health and safety, and renovation of facilities.

A total of 878 capital projects are identified by State System institutions for submission to the Commission. These projects are summarized below by funding source. The report categorizes the
institutions’ submitted project needs by the following funding categories: 1.) State Funds; 2.) Section 13 Offset Funds; 3.) General Obligation Bonds; 4.) Federal Funds; 5.) Revolving Funds; 6.) Gifts and Grants; 7.) Revenue Bond Funds; 8) Section 13 Funds, and 9.) Other Funds, including Oil Overcharge Funds and any other funding sources not listed. For this report the projects approved during the last legislative session in House Bill 1191, the Capital Bond Issue bill, are still being classified as state-funded until such time as the bonds are issued.

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<td>Federal Funds</td>
<td>121,762,319</td>
</tr>
<tr>
<td>Revolving Funds</td>
<td>166,879,399</td>
</tr>
<tr>
<td>Gifts and Grant Funds</td>
<td>758,343,332</td>
</tr>
<tr>
<td>Revenue Bond Funds</td>
<td>1,085,551,433</td>
</tr>
<tr>
<td>Section 13 Funds</td>
<td>118,727,285</td>
</tr>
<tr>
<td>Other Funds</td>
<td>724,790,360</td>
</tr>
<tr>
<td>Total</td>
<td>$4,707,038,415</td>
</tr>
</tbody>
</table>
AGENDA ITEM #15-a:

New Programs.

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

RECOMMENDATION:

It is recommended that the State Regents approve SWOSU’s request to offer the Bachelor of Arts in Spanish 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 30 students in fall 2010 and graduate a minimum of 10 students in 2010-11.

BACKGROUND:

Academic Plan

SWOSU’s 2005 Academic Plan lists the following institutional priorities:

- Continue to address technological needs in relation to infrastructure/equipment/training/support. Benchmark: Resulting team assessment of planning/implementation for fiscal year; team will consist of members of University Telecommunications Committee and executive administration.
- Increase faculty involvement in grant proposal writing/scholarly research; Benchmark: 15 percent increase in number of proposal submissions, 10 percent increase in scholarly activities.
- Complete new strategic plan. Benchmark: Completion of plan/accompanying initiatives.
- Continue involvement of faculty/academic administrators in budget planning process. Benchmark: Successful completion of series of meetings with faculty.

APRA Implementation

Since 1991-92, SWOSU has deleted 52 degree and/or certificate programs while adding 18 degree and/or certificate programs.

Program Review

SWOSU offers 60 degree or certificate programs (4 associate, 4 associate in applied science, 39 baccalaureate, 12 master’s, and 1 first professional), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, SWOSU aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program
received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Arts in Spanish

Program purpose. The proposed program will prepare students for employment in areas where Spanish is utilized and knowledge of Spanish is necessary for public service, business, industry, public communications, and media production.

Program rationale/background. SWOSU has observed a dramatic increase in the Hispanic and Spanish-speaking population in its service area, with increased needs for qualified, bilingual personnel in a variety of fields. The proposed program is in response to these changes. In October 2005, SWOSU surveyed students and local employers (law enforcement, fire protection, medical facilities, petroleum industries, and retail businesses) to find strong interest in the proposed degree program.

Employment opportunities. With the increasing Hispanic and Spanish-speaking population in Oklahoma, there are increasing needs to conduct business in Spanish, provide human services to this population, and provide more bilingual teachers. SWOSU anticipates this program will help current students and local employees gain bilingual skills to meet these needs and fill positions created as a result of these demographic changes, as well as equip students with the flexibility for diverse careers in business, industry, government, public service, or education. SWOSU is confident graduates of the proposed program will find ample opportunities for employment using the skills and knowledge gained in the program.

Student demand. The new program is expected to enroll a minimum of 30 majors in fall 2010 and graduate a minimum of 10 students in 2010-11.

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

Curriculum. The proposed program will consist of 120 total credit hours from the following areas (Attachment A): major core requirements (37 credit hours), guided electives (3 credit hours), minor area of study (18 credit hours), general education (44 credit hours), and free electives (18 credit hours). Seven new courses will be added with the proposed program and are asterisked.

Faculty and staff. Existing SWOSU faculty will teach the proposed degree program. With one faculty line reassigned from a Language Arts position in English to Spanish last year, along with the subsequent
hiring of a new doctoral-prepared faculty member at that time, existing faculty are sufficient for the proposed program.

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

Financing. No additional funds are required.

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

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>44</td>
</tr>
<tr>
<td><strong>Major Core Requirements</strong></td>
<td>37</td>
</tr>
<tr>
<td>SPAN 1154 Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 2053 Intermediate Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 2153 Intermediate Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3652 Intermediate Spanish Conversation</td>
<td>2</td>
</tr>
<tr>
<td>SPAN 3853 Intermediate Spanish Composition &amp; Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3553 Hispanic Life &amp; Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 3753 Readings in Spanish</td>
<td>3</td>
</tr>
<tr>
<td>*SPAN 4373 Hispanic Literature</td>
<td>3</td>
</tr>
<tr>
<td>*SPAN 4043 Advanced Spanish Conversation</td>
<td>3</td>
</tr>
<tr>
<td>*SPAN 4053 Advanced Spanish Composition &amp; Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4554 Studies in Spanish Abroad/Internship</td>
<td>4</td>
</tr>
<tr>
<td>*SPAN 4473 Survey of Hispanic American Writers</td>
<td>3</td>
</tr>
<tr>
<td>*SPAN 4570 Senior Spanish Capstone</td>
<td>3</td>
</tr>
<tr>
<td><strong>Guided Electives (select from the following)</strong></td>
<td>3</td>
</tr>
<tr>
<td>*SPAN 3013 Spanish for Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>*SPAN 3023 Spanish for Healthcare Professionals</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4923 Teachers Course in World Languages</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 4011/2/3/4 Seminar in Spanish</td>
<td>1-4</td>
</tr>
<tr>
<td>SPAN 4031/2/3/4 Independent Studies</td>
<td>1-4</td>
</tr>
<tr>
<td><strong>Minor Area of Study (select with advisor approval)</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Free Electives</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 120

*Asterisks indicate new courses.*
AGENDA ITEM #15-b:

New Programs.

SUBJECT: Carl Albert State College (CASC). Approval of request to offer the Associate in Arts in Information Systems.

RECOMMENDATION:

It is recommended that the State Regents approve CASC’s request to offer the Associate in Arts in Information Systems, with the stipulation that continuation of the program beyond fall 2009 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of 25 students in fall 2008 and graduate a minimum of 5 students in 2008-2009.

BACKGROUND:

Academic Plan

CASC’s 2005 Academic Plan includes the following institutional priorities:

- Provide leadership for the development and implementation of a mature academic assessment plan.
- Maintain relationship with the service area, determining the need for new or modified instructional programs or other types of support for area businesses and industry.
- Continue expanding course offerings through effective and innovative delivery formats.
- Develop a faculty development program that effectively provides appropriate opportunities for faculty.
- Increase the number of AAS degrees offered by CASC.

APRA Implementation

Since 1991-92, CASC has deleted 12 degree and/or certificate programs while adding 9 degree and/or certificate programs.

Program Review

CASC offers 34 degree programs (23 associates, 8 associate in applied science, and 3 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, CASC 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

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

POLICY ISSUES:

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

ANALYSIS:

Associate in Arts in Information Systems

Program purpose. The proposed program will prepare students for work in the information systems areas of business and industries using a variety of computer systems.

Program rationale/background. The content of the program has been offered under the existing Associate in Arts in Business Administration, but due to changes in the needs of students for employment in the field, the content was redesigned into a stand-alone degree program.

Employment opportunities. Graduates will be qualified to seek positions in information systems for local small businesses or large companies, as businesses of all sizes utilize sophisticated computer and information systems to conduct business. CASC is confident graduates of this program will have no difficulties finding employment.

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

Duplication/Impact on existing programs. Connors State College, Oklahoma State University Technical Branch – Okmulgee, and Langston University offer similar programs, however, considering the anticipated demand for the program and the distance between institutions, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 62 total credit hours from the following areas (Attachment A): general education courses (40 credit hours) and major core courses (22 credit hours). No new courses will be added with the proposed program.

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

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

Financing. CASC will utilize internal reallocation of funds to support the program. No funding is requested from the State Regents for the proposed program.

Attachment
CARL ALBERT STATE COLLEGE
ASSOCIATE IN ARTS IN INFORMATION SYSTEMS

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>Major Courses</strong></td>
<td>22</td>
</tr>
<tr>
<td>CS 1313 Programming I</td>
<td>3</td>
</tr>
<tr>
<td>CS 1333 Programming II</td>
<td>3</td>
</tr>
<tr>
<td>CS 2203 Networking I</td>
<td>3</td>
</tr>
<tr>
<td>CS 2233 Internet Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 2011 Computer Science Capstone</td>
<td>1</td>
</tr>
<tr>
<td>Guided Elective for the major (choose 9 credit hours in conference with advisor)</td>
<td></td>
</tr>
<tr>
<td>CS 1433 Introduction to Photoshop</td>
<td>3</td>
</tr>
<tr>
<td>CS 2223 Desktop Publishing</td>
<td>3</td>
</tr>
<tr>
<td>CS 1423 Information Security</td>
<td>3</td>
</tr>
<tr>
<td>CS 2213 Networking II</td>
<td>3</td>
</tr>
<tr>
<td>CS 2013 Database Management</td>
<td>3</td>
</tr>
<tr>
<td>CS 1233 E-Business</td>
<td>3</td>
</tr>
<tr>
<td>CS 1403 Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>Other Approved Elective</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>62</td>
</tr>
</tbody>
</table>
AGENDA ITEM #15-c:

New Programs.

SUBJECT: Oklahoma State University (OSU). Approval of request to offer the Bachelor of Science in Agricultural Sciences and Natural Resources in Food Science.

RECOMMENDATION:

It is recommended that the State Regents approve OSU’s requests to offer the Bachelor of Science in Agricultural Sciences and Natural Resources in Food Science with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

- Bachelor of Science in Agricultural Sciences and Natural Resources in Food Science. Continuation beyond fall 2010 will depend upon:
  - Majors enrolled: a minimum of 40 students in fall 2009
  - Graduates: a minimum of 10 students in 2009-10

BACKGROUND:

Academic Plan

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

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

APRA Implementation

Since 1991-92, OSU has deleted 62 degree and/or certificate programs while adding 48 degree and/or certificate programs.

Program Review

OSU offers 217 degree programs (88 baccalaureate, 68 master’s-level, 43 doctoral, and 18 certificates), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with OSU’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.
Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Agricultural Sciences and Natural Resources in Food Science

Program purpose. The proposed program will prepare graduates for a wide variety of positions such as management, quality control, produce development, sales or regulatory roles as the industry expands.

Program rationale/background. The field of food science is well established with several national and international societies that support the profession. Many food companies prefer graduates with this degree for employment. The program is being proposed in a broad scope that will prepare students for a variety of careers in the industry. Currently, OSU has a Food Science option within the Bachelor of Animal Science (018), but student interest is in food science without a background or interest in animal agriculture. OSU indicates substantial demand for this program outside of the animal science arena and once separated, will attract both urban and rural students to the new program.

Employment opportunities. OSU indicates this program will prepare graduates for management of food processing firms, in quality assurance, as food safety coordinators, in sales and technical services, as well as inspectors for government regulatory agencies. Further, the student will be prepared to pursue graduate work in the same field. OSU is confident students will have ample employment opportunities.

Student demand. The new program is expected to enroll a minimum of 40 majors in fall 2009 and graduate a minimum of 10 students in 2009-10.

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

Curriculum. The proposed program will consist of 126 total credit hours, with options in “Science” and “Industry” with courses from the following areas (Attachment A): general education (46-52 credit hours), major courses (43-45 credit hours), core requirements (29-30 credit hours), and elective courses (0-7 credit hours). No new courses will be added with the proposed program. OSU intends to seek approval of the program by the Institute of Food Technologists, a national professional society of more than 27,000 food scientists.

Faculty and staff. Existing faculty will teach the certificate program.

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

Financing. OSU indicates funded through internal funds. No funding is requested from the State Regents for the proposed program.

Attachment
**OKLAHOMA STATE UNIVERSITY**  
**BACHELOR OF SCIENCE IN**  
**AGRICULTURAL SCIENCES AND NATURAL RESOURCES IN FOOD SCIENCE**

### Degree Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td><strong>46-52</strong></td>
</tr>
<tr>
<td><strong>Major Courses</strong></td>
<td><strong>43-45</strong></td>
</tr>
<tr>
<td>ANSI 3113</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 3154</td>
<td>4</td>
</tr>
<tr>
<td>ANSI 3373</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 3763</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 4863</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 4910</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 3543</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 4323</td>
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</tbody>
</table>

#### Option Areas

**Science Option Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3015</td>
<td>5</td>
</tr>
<tr>
<td>BIOC 3653</td>
<td>3</td>
</tr>
<tr>
<td>MCAG 4123</td>
<td>3</td>
</tr>
<tr>
<td>6 credit hours selected from the following</td>
<td>6</td>
</tr>
<tr>
<td>ANSI 3333</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 3603</td>
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<tr>
<td>ANSI 4333</td>
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</tr>
<tr>
<td>NSCI 4013</td>
<td>3</td>
</tr>
<tr>
<td>6 credit hours from an area of emphasis: Management, Quality Control, Sales, Raw Product Procurement or Communications</td>
<td>6</td>
</tr>
</tbody>
</table>

**Industry Option Coursework**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCAG 4123</td>
<td>3</td>
</tr>
<tr>
<td>9 credit hours selected from the following</td>
<td>9</td>
</tr>
<tr>
<td>ANSI 3333</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 3603</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 4333</td>
<td>3</td>
</tr>
<tr>
<td>NSCI 4013</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Classes (AG 1011; ANSI 1133; PLNT 1213 or HORT 1013)</td>
<td>7</td>
</tr>
<tr>
<td>Additional College Requirements (ACCT 2103; ANSI 1124 or HRAD 1114; ANSI 2253 or NSCI 3133; CHEM 1225 or 3015; MICR 2125; BIOC 2344)</td>
<td>23</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-7</td>
</tr>
</tbody>
</table>

**Total Credit Hours:**

| Hours | 126 |
AGENDA ITEM #15-d:

New Programs.

SUBJECT: Connors State College (CSC). Approval of request to offer the Associate in Applied Science in Child Care Administration.

RECOMMENDATION:

It is recommended that the State Regents approve CSC’s request to offer the Associate in Applied Science in Child Care Administration, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as specified below.

- Associate in Applied Science in Child Care Administration. Continuation beyond fall 2011 will depend upon:
  - Majors enrolled: a minimum of 20 students in fall 2010
  - Graduates: a minimum of 7 students in 2010-11

BACKGROUND:

Academic Plan

CSC’s 2005 Academic Plan includes the following institutional priorities:

- Emphasis on quality of instruction/academic support services;
- Focus on global education/value of diversity in curriculum/curriculum support activities;
- Exploration/coordination of academic programs with four-year colleges/universities/technical schools to expand program offerings that reflect workplace needs;
- Expansion of distance education offerings/integration of technological resources throughout curriculum;
- Emphasis on student retention—identifying existent/new retention strategies; and
- Expansion of program/course offerings.

APRA Implementation

Since 1991-92, CSC has deleted 42 degree and/or certificate programs while adding 6 degree and/or certificate programs.

Program Review

CSC offers 27 degree programs (20 associates, 4 associate in applied science, and 3 certificates), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with CSC’s program review schedule as
program appropriate. 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**

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

**POLICY ISSUES:**

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

**ANALYSIS:**

*Associate in Applied Science in Child Care Administration*

**Program purpose.** The proposed program will prepare students for work as directors or administrators of early childhood programs.

**Program rationale/background.** The “Scholars for Excellence in Child Care” is a joint project between the Oklahoma State Regents for Higher Education and the Oklahoma Department of Human Services (DHS) to focus on teachers and providers of early learning programs for young children across the state. As the program has expanded the number of quality child care centers and child care providers across Oklahoma, the need for appropriately trained administrators has increased in tandem.

**Employment opportunities.** Graduates will be qualified to seek positions as administrators or directors of child care facilities. The Oklahoma Employment Security Commission projects increases in demand for child care workers, preschool teachers and child care program administrators. CSC expects this program to help meet this projected need. Also, the DHS program provides incentives for individuals who achieve a degree and earn the director’s credential (funded through the Oklahoma DHS Department of Child Care). Due to these factors, CSC expects strong enrollment and employment opportunities for students in the proposed program.

**Student demand.** The new program is expected to enroll a minimum of 20 majors in fall 2010 and graduate a minimum of 7 students in 2010-11.

**Duplication/impact on existing programs.** Oklahoma State University – Oklahoma City and Redlands Community College offer similar programs in child care administration or management; however, considering the expected demand for the proposed program and the distance between institutions, approval will not constitute unnecessary duplication.

**Curriculum.** The proposed program will consist of 63 total credit hours from the following areas (Attachment A): general education courses (21 credit hours), major core courses (15 credit hours), business requirements (6 credit hours), support course (3 credit hours) and program electives (18 credit hours). One new course will be added with the proposed program and is asterisked.

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

**Support services.** Facilities, library resources, and equipment are adequate.
**Financing.** CSC indicates costs will be minimal and it will utilize internal funds to support the program. No funding is requested from the State Regents for the proposed program.

Attachment
## Degree Requirements

<table>
<thead>
<tr>
<th></th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>Major Courses</strong></td>
<td>15</td>
</tr>
<tr>
<td>CHDV 2523 Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>CHDV 2533 Guidance of the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>CHDV 2563 Child and Family in Society</td>
<td>3</td>
</tr>
<tr>
<td>*CHDV 2583 Supervision and Leadership in Child Care</td>
<td>3</td>
</tr>
<tr>
<td>CHDV 2433 Professional Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Business Courses</strong></td>
<td>6</td>
</tr>
<tr>
<td>BUSN 2433 Desktop Publishing</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 1123 Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Support Courses (selected from the following)</strong></td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2423 Sociology Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 2323 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 2153 Human Relations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Program Electives</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Child Development Electives (9 credit hours from the following)</strong></td>
<td>9</td>
</tr>
<tr>
<td>CHDV 1323 Health &amp; Safety Young Child</td>
<td>3</td>
</tr>
<tr>
<td>CHDV 2553 Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>CHDV 2573 Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>CHDV 2300 Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>FCSE 2322 Nutrition for Children</td>
<td>2</td>
</tr>
<tr>
<td><strong>Business Electives (9 credit hours from the following)</strong></td>
<td>9</td>
</tr>
<tr>
<td>BUSN 1113 Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 1533 Spreadsheet Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 2143 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 2300 Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>63</td>
</tr>
</tbody>
</table>

*Asterisk denotes new course.*
AGENDA ITEM #15-e:

New Programs.

SUBJECT: Tulsa Community College (TCC). Approval of request to offer the Certificate in Emergency and Community Preparedness, the Certificate in Telecommunications Information Security Essentials, the Certificate in Civil Engineering/Surveying Technology, the Certificate in Biotechnology, the Associate in Applied Science in Biotechnology, and the Associate in Science in Biotechnology.

RECOMMENDATION:

It is recommended that the State Regents approve TCC’s request to offer the Certificate in Emergency and Community Preparedness and the Certificate in Telecommunications Information Security Essentials including electronic delivery; and the Certificate in Civil Engineering/Surveying Technology, the Certificate in Biotechnology, the Associate in Applied Science in Biotechnology, and the Associate in Science in Biotechnology, with the stipulation that continuation of the programs beyond the specified semesters will depend upon meeting the criteria established by the institution and approved by the State Regents, as specified below:

- **Certificate in Emergency and Community Preparedness.** Continuation beyond fall 2009 will depend upon:
  - Majors enrolled: a minimum of 10 students in fall 2008
  - Graduates: a minimum of 5 students in 2008-09

- **Certificate in Telecommunications Information Security Essentials.** Continuation beyond fall 2009 will depend upon:
  - Majors enrolled: a minimum of 10 students in fall 2008
  - Graduates: a minimum of 5 students in 2008-09

- **Certificate in Civil Engineering/Surveying Technology.** Continuation beyond fall 2009 will depend upon:
  - Majors enrolled: a minimum of 10 students in fall 2008
  - Graduates: a minimum of 5 students in 2008-09

- **Certificate in Biotechnology.** Continuation beyond fall 2011 will depend upon:
  - Majors enrolled: a minimum of 7 students in fall 2010
  - Graduates: a minimum of 5 students in 2010-11

- **Associate in Applied Science in Biotechnology.** Continuation beyond fall 2011 will depend upon:
  - Majors enrolled: a minimum of 18 students in fall 2010
  - Graduates: a minimum of 5 students in 2010-11
- **Associate in Science in Biotechnology.** Continuation beyond fall 2011 will depend upon:
  
  Majors enrolled: a minimum of 25 students in fall 2010
  Graduates: a minimum of 5 students in 2010-11

**BACKGROUND:**

**Academic Plan**

TCC’s 2005 Academic Plan lists the following institutional priorities:

- Strategic Vision located at http://www.tulsacc.edu;
- Respond to changing academic needs due to economics/community needs/emerging technology;
- Strive to meet community’s demand for increased graduates in nursing/medical laboratory technology/occupational therapy assistant programs;
- Continue to work with TU to design strong quality Information Security Program vital to the health of our community/region;
- Continue to provide wide array of liberal arts/science courses/workforce development programs to support needs of residents of Tulsa;
- Improve technology assistance to students/staff/faculty; and
- Continue to expand curriculum/programs to meet rapidly growing population.

**APRA Implementation**

Since 1991-92, TCC has deleted 62 degree and/or certificate programs while adding 54 degree and/or certificate programs.

**Program Review**

TCC offers 99 degree and certificate programs (25 associate, 43 associate in applied science, and 31 certificates), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with TCC’s program review schedule as appropriate. 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**

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

**POLICY ISSUES:**

This action is consistent with the State Regents’ “Policy Statement on Program Approval” and the “Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs.”
ANALYSIS:

Certificate in Emergency and Community Preparedness

Program purpose. The proposed certificate will prepare students to work as firefighters, police officers, emergency management officials, and in business and industry to increase knowledge of homeland security issues and solutions.

Program rationale/background. The certificate proposal was developed under the advisement of the TCC Fire and Emergency Services Advisory Committee, indicating growth expected in demand for individuals with credentialed training in this area.

Employment opportunities. Graduates will be more qualified to locate employment and seek advancement in the emergency, fire, and police fields. TCC is confident its students will have ample opportunities to further their career paths with the proposed certificate.

Student demand. The new certificate is expected to enroll a minimum of 10 majors in fall 2008 and graduate a minimum of 5 students in 2008-09.

Duplication/Impact on existing programs. Redlands Community College offers an option in this area under its Associate in Applied Science in Criminal Justice program, but there are no similar certificate programs in this area, therefore, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 12 total credit hours (Attachment A). One new course will be added with the proposed certificate.

Faculty and staff. Existing faculty through the Fire and Emergency Services program will teach the proposed certificate.

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

Financing. TCC indicates funding for this certificate from internal funds. No funding is requested from the State Regents for the proposed certificate.

Electronic delivery. The proposed program will be delivered using electronic media. Specifically, program offerings will be made available via online instruction. TCC successfully completed a “best practices” review in support of final authorization to offer selected programs via electronic media. TCC’s best practice review was accepted by the State Regents at the June 30, 2004 meeting. Accordingly, consistent with the revised Electronic Media Policy, TCC is authorized to offer additional existing programs via electronic media without repeating the best practice review process. However, because the Certificate in Emergency and Community Preparedness is a new program, continuation of the program including electronic delivery beyond fall 2008 will be contingent upon the program meeting the productivity criteria established by TCC and approved by the State Regents, as outlined above.
Certificate in Telecommunications Information Security Essentials

Program purpose. The proposed certificate will prepare students for entry positions in telecommunications or enhance the skills of individuals working in the telecommunications field for employment advancement.

Program rationale/background. The certificate proposal was developed under the advisement of the TCC Telecommunications Program Advisory Committee, indicating growth expected in demand for individuals with credentialed training in this area.

Employment opportunities. According to the Oklahoma Long Term Industry Employment Projections provided by the Oklahoma Employment Security Commission, jobs in the telecommunications industry are expected to increase at a rate of 1.5 percent. The need for credentialed workers in these entry level positions is confirmed by the advisory committee, with representation from MCI, IBM, WilTel, EDS, SBC Oklahoma, Pyramid Communications, Beacon Communications, and others. TCC is confident there will be employment opportunities through these and other companies.

Student demand. The new program is expected to enroll a minimum of 10 majors in fall 2008 and graduate a minimum of 5 students in 2008-09.

Duplication/impact on existing programs. Many institutions offer degrees in this area, but no other certificates are offered for telecommunications, therefore, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 23 total credit hours (Attachment C) in the technical specialty. No new courses will be added to the proposed certificate.

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

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

Financing. TCC indicates the funding for this program will come from internal funds. No funding is requested from the State Regents for the proposed program.

Electronic delivery. The proposed program will be delivered using electronic media. Specifically, program offerings will be made available via online instruction. TCC successfully completed a “best practices” review in support of final authorization to offer selected programs via electronic media. TCC’s best practice review was accepted by the State Regents at the June 30, 2004 meeting. Accordingly, consistent with the revised Electronic Media Policy, TCC is authorized to offer additional existing programs via electronic media without repeating the best practice review process. However, because the Certificate in Telecommunications Information Security Essentials is a new program, continuation of the program including electronic delivery beyond fall 2008 will be contingent upon the program meeting the productivity criteria established by TCC and approved by the State Regents, as outlined above.

Certificate in Civil Engineering/Surveying Technology

Program purpose. The proposed certificate will prepare students to work in the civil engineering and surveying industries.
Program rationale/background. The certificate proposal was developed to meet industry demand, and student interest in a short intensive program that meets specific industry needs without substantial general education requirements.

Employment opportunities. Graduates will be qualified for positions utilizing knowledge in surveying, computer-aided drafting and design, mathematics, and construction plans and specifications. TCC has been advised by outside evaluators to move towards a short-term certificate rather than a degree program. Also, TCC has support for the proposed certificate from members of its advisory committee which represents the Corps of Engineers, local surveying companies, and the City of Tulsa. TCC is confident that completion of the proposed certificate will enhance employment opportunities.

Student demand. The new certificate is expected to enroll a minimum of 10 majors in fall 2008 and graduate a minimum of 5 students in 2008-09.

Duplication/Impact on existing programs. Oklahoma State University – Oklahoma City offers a certificate in this area, but due to distance between locations, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate will consist of 22-23 total credit hours (Attachment B) in the following areas: general education (5-6 credit hours) and technical specialty (17 credit hours). No new courses will be added with the proposed certificate.

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

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

Financing. TCC indicates the funding for this program will come from internal funds. No funding is requested from the State Regents for the proposed program.

Certificate in Biotechnology
Associate in Applied Science in Biotechnology
Associate in Science in Biotechnology

Program purpose. The proposed certificate and programs will prepare students for careers in the biotechnology industry.

Program rationale/background. TCC reports that the need for biotechnology training is growing throughout the U.S. and particularly in the midwest. Biotechnology industry revenues have increased from $11.2 billion in 1994 to over $39 billion in 2003. The number of people employed in the industry has nearly doubled in the same time period. Oklahoma has been identified as an emerging biotechnology state (along with Texas, New Mexico, Kansas, Colorado, Nebraska, and Wyoming) by the BioSpace Hotbed Campaign. TCC cites Oklahoma data naming biological technicians as one of the 30 fastest growing jobs in the state. In planning for this program, Tulsa County voters approved the “Vision 2025” plan that included $8 million to construct a 44,000 square-foot Medical and Biotechnology Learning Center on TCC’s Southeast campus. The building is scheduled for completion in December 2006 and will open labs for the proposed programs in the spring of 2007.

Employment opportunities. TCC has consulted several biotechnology companies for direction in the planning of the proposed offerings, such as Vironostics Lab, CRC and Associates, Inc., Regional Medical
Lab, Accurate Environmental, and Red Earth Labs. These companies indicated they would need to hire up to three entry-level bench technicians annually, and the credentials and content required for the proposed certificate and programs would enhance an applicants opportunities. Students prepared in the associate in science program would also be prepared to transition into a baccalaureate program. Based on the data gathered, TCC is confident completers of these offerings will have ample employment opportunities.

Student demand.

- **Certificate in Biotechnology.** The new certificate program is expected to enroll a minimum of 7 students in fall 2010 and graduate a minimum of 5 students in 2010-11

- **Associate in Applied Science in Biotechnology.** The new program is expected to enroll a minimum of 18 students in fall 2010 and graduate a minimum of 5 students in 2010-11

- **Associate in Science in Biotechnology.** The new program is expected to enroll a minimum of 25 students in fall 2010 and graduate a minimum of 5 students in 2010-11

**Duplication/impact on existing programs.** Oklahoma City Community College is the only other institution offering this content at the certificate and associate degree level. However, due to the expected demand and the geographic distance between locations, approval will not constitute unnecessary duplication.

**Curriculum.**

- **Certificate in Biotechnology.** The proposed certificate program will consist of 26 total credit hours (Attachment D) in the technical specialty. Seven new courses will be added for use in the certificate and both program areas.

- **Associate in Applied Science in Biotechnology.** The proposed program will consist of 63 total credit hours (Attachment E) in the following areas: general education (21 credit hours) and the technical specialty (42 credit hours). Seven new courses will be added for use in the certificate and both program areas.

- **Associate in Science in Biotechnology.** The proposed program will consist of 67 total credit hours (Attachment F) in the following areas: general education (37 credit hours) and the technical specialty (30 credit hours). Seven new courses will be added for use in the certificate and both program areas.

**Faculty and staff.** Existing faculty will teach the proposed programs. However, TCC plans to hire two additional full-time faculty and one adjunct faculty member to support the programs.

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

**Financing.** TCC indicates the funding for this program will come from internal funds. No funding is requested from the State Regents for the proposed program.

Attachments
TULSA COMMUNITY COLLEGE
CERTIFICATE IN EMERGENCY AND COMMUNITY PREPAREDNESS

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<tr>
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<th>Credit Hours</th>
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<tr>
<td><strong>Core Courses</strong></td>
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<tr>
<td>FES 1313 Fundamentals of Fire Protection</td>
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<td>FES 1353 Introduction to Incident Management</td>
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<tr>
<td>*FES 2213 Introduction to Homeland Defense</td>
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<tr>
<td>CIS 2563 Enterprise Security</td>
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* Asterisk denotes new course.

TULSA COMMUNITY COLLEGE
CERTIFICATE IN CIVIL ENGINEERING/SURVEYING TECHNOLOGY

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<thead>
<tr>
<th>Certificate Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>General Education</strong></td>
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<tr>
<td>MATH 1513 College Algebra AND</td>
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<tr>
<td>MATH 1613 Plane Trigonometry OR</td>
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</tr>
<tr>
<td>MATH 1715 College Algebra and Trigonometry</td>
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<tr>
<td><strong>Core Courses</strong></td>
<td>17</td>
</tr>
<tr>
<td>CET 1383 Construction Plans, Specifications and Contract Documents</td>
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</tr>
<tr>
<td>DRF 1323 Engineering Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>DRF 1363 Civil Drafting and Design</td>
<td>3</td>
</tr>
<tr>
<td>SUR 1324 Surveying I</td>
<td>4</td>
</tr>
<tr>
<td>SUR 2334 Surveying II</td>
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<td><strong>Total Credit Hours:</strong></td>
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77
**TULSA COMMUNITY COLLEGE**  
**CERTIFICATE IN TELECOMMUNICATIONS INFORMATION SECURITY ESSENTIALS**

<table>
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<th>Core Courses</th>
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<tr>
<td>CIS 2583 Cyber Forensics</td>
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<tr>
<td>CIS 2493 Principles of Information Assurance</td>
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<td>CIS 2523 Secure Electronic Commerce</td>
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<tr>
<td>CIS 2543 Network Security</td>
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<td>IS 2563 Enterprise Security</td>
<td>3</td>
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<tr>
<td>TEL 2014 Data Communications</td>
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<tr>
<td>TEL 2024 Wireless Networking</td>
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**Total Credit Hours:** 23

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**TULSA COMMUNITY COLLEGE**  
**CERTIFICATE IN BIOTECHNOLOGY**

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<thead>
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<th>Core Courses</th>
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<tr>
<td>*BTC 1113 Introduction to Biotechnology</td>
<td>3</td>
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<tr>
<td>*BTC 1315 Biotechnology Laboratory Methods and Techniques</td>
<td>5</td>
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<td>*BTC 1534 Cell Culture Techniques</td>
<td>4</td>
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<td>*BTC 2101 Biotechnology Quality Assurance</td>
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<tr>
<td>*BTC 2246 Molecular Biology and Techniques</td>
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<tr>
<td>*BTC 2335 Proteomics and Instrumentation</td>
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<td>*BTC 2512 Biotechnology Apprenticeship</td>
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**Total Credit Hours:** 26

*Asterisks denote new courses.*
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<tr>
<td>General Education</td>
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<td>Technical Specialty Courses</td>
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<td>*BTC 1113 Introduction to Biotechnology</td>
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<td>*BTC 1534 Cell Culture Techniques</td>
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<tr>
<td>*BTC 2101 Biotechnology Quality Assurance</td>
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<tr>
<td>*BTC 2246 Molecular Biology and Techniques</td>
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<tr>
<td>*BTC 2335 Proteomics and Instrumentation</td>
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<tr>
<td>*BTC 2512 Biotechnology Apprenticeship</td>
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<tr>
<td>BIO 1224 Instruction to Biology for Majors</td>
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<tr>
<td>BIO 2164 Microbiology</td>
<td>4</td>
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<tr>
<td>CHE 1114 Principles of Chemistry I</td>
<td>4</td>
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<tr>
<td>CHE 1124 Introductory Organic and Biochemistry</td>
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<td><strong>Total Credit Hours:</strong></td>
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*Asterisks denote new courses.*
## Certificate Requirements

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<tr>
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<tr>
<td></td>
<td><strong>Technical Specialty Courses</strong></td>
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<tr>
<td>*BTC 1113</td>
<td>Introduction to Biotechnology</td>
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<tr>
<td>*BTC 1315</td>
<td>Biotechnology Laboratory Methods and Techniques</td>
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<td>*BTC 1534</td>
<td>Cell Culture Techniques</td>
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<td>*BTC 2101</td>
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<td>*BTC 2335</td>
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<tr>
<td>BIO 2164</td>
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<tr>
<td>CHE 1315</td>
<td>General Chemistry I</td>
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<tr>
<td>CHE 1415</td>
<td>General Chemistry II</td>
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<td>CHE 2145</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHE 2353</td>
<td>Introduction to Biochemistry</td>
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<tr>
<td>CHE 2245</td>
<td>Organic Chemistry II</td>
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<tr>
<td>ENG 2333</td>
<td>Technical Writing</td>
<td>3</td>
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<tr>
<td>MTH 2193</td>
<td>Elementary Statistics</td>
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<td><strong>Total Credit Hours:</strong></td>
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*Asterisks denote new courses.*
AGENDA ITEM #15-f:

New Programs.

SUBJECT: Rose State College (Rose). Approval of request to offer the Associate in Applied Science in Game Development and Simulation and the Certificate in Phlebotomy.

RECOMMENDATION:

It is recommended that the State Regents approve Rose’s request to offer the Associate in Applied Science in Game Development and Simulation and the Certificate in Phlebotomy, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as specified below.

- **Associate in Applied Science in Game Development and Simulation.** Continuation beyond fall 2011 will depend upon:
  - Majors enrolled: a minimum of 20 students in fall 2010
  - Graduates: a minimum of 5 students in 2010-11

- **Certificate in Phlebotomy.** Continuation beyond fall 2010 will depend upon:
  - Majors enrolled: a minimum of 20 students in fall 2009
  - Graduates: a minimum of 5 students in 2009-10

BACKGROUND:

Academic Plan

Rose’s 2005 Academic Plan lists the following institutional priorities:

- Provide quality programs to maintain optimum enrollments, develop/aggressively market programs/services that effectively meet students/community needs;
- Improve the success rate of students so that they can progress toward academic goals, accelerate progress toward a learning-centered institution wherein student assessment/support services/teaching methodologies/institutional policies/course delivery are focused on improved student success/learning outcomes/goal attainment/degree completion;
- Acquire/effectively use state-of-the-art equipment/information technologies, support acquisition of and training in modern technology to allow for innovative development/revision of instructional/administrative/student support programs that keep pace with a modern technology-intensive workplace/competitive arena of educational service delivery;
- Enhance financial/physical resources, identify/secure new sources of funds/protect financial resources/create mutually beneficial cooperative ventures with external groups/ organizations; and
• Improve institutional effectiveness/efficiency; engage in scenario analysis/environmental scanning/identification of best practices/ongoing assessment of College operations/student outcomes/extensive staff development/internal communication initiatives/constant improvement of College operations/procedures/other techniques to keep the College moving toward realization of its vision/mission.

APRA Implementation

Since 1991-92, Rose has deleted 41 degree and/or certificate programs while adding 24 degree and/or certificate programs.

Program Review

Rose offers 65 degree programs (29 associates, 26 associate in applied science, and 10 certificates), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with Rose’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

_Associate in Applied Science in Game Development and Simulation_

Program purpose. The proposed program will prepare students to develop software for computer training simulations, computer games, and marketing and merchandising of the software developed.

Program rationale/background. Rose’s administration and faculty have met with advisory committees for the Computer Information Technology and the Networking CyberSecurity programs. These groups, with professionals from local business and industries, indicate a need for computer and programming skills used to develop training modules for simulation in both the public and private sector, as well as development of game software. This program addresses identified needs in the local aerospace industry for programming, theoretical design, and computer training simulation. Additionally, the growth of the computer game industry opens opportunities for students with computer software development skills integrated with merchandising and promotion.

Employment opportunities. Graduates will be qualified to seek positions in training simulation development in various industries, including the local aerospace and health care industries. Advisors from Tinker Air Force Base, Midwest Regional Medical Center, and Boeing expressed support for this program to meet industry needs. Rose also anticipates that entrepreneurial students will explore the entertainment industry through game software development. Rose expects strong enrollment and employment opportunities for students in the proposed program.
Student demand. The new program is expected to enroll a minimum of 20 majors in fall 2010 and graduate a minimum of 5 students in 2010-2011.

Duplication/Impact on existing programs. Oklahoma State University – Oklahoma City has added an option in computer game programming to its Associate in Applied Science in Computer Information Systems, but there are no other associate degree level programs offered in the state system. Considering the expected demand for the proposed program, approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 64 total credit hours from the following areas (Attachment A): general education courses (20 credit hours), major core courses (26 credit hours), option areas in 1) design, 2) programming, or 3) production and marketing (15 credit hours in one selected area), and support courses (9 credit hours). No new courses will be added with the proposed program at this time.

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

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

Financing. Rose will utilize internal funds to support the program. No funding is requested from the State Regents for the proposed program.

Certificate in Phlebotomy

Program purpose. The proposed certificate will prepare students to enter the health care workforce. Skills learned include: collecting blood specimens, entering information related to specimens into the laboratory system, and distributing specimens to the appropriate laboratory departments.

Program rationale/background. Rose’s administration and faculty met with advisory committee members for the Associate in Applied Science in Clinical Laboratory Technology to assess the need for a certificate in Phlebotomy. As in all allied health fields, there is a growing demand for health care workers. The proposed certificate is designed to complement the degree program and provide instruction that will lead to immediate and progressive employment. Students will be able to apply many of the courses from the proposed certificate program into the degree program to continue their education once employed.

Employment opportunities. At one time, laboratories trained new employees for entry-level positions; however, laboratories no longer have personnel dedicated to training new personnel. Instead, laboratories look for credentialed and trained employees who can become immediately productive in the lab and help with an increased demands for testing. With the proposed certificate, students will be immediately employable in most health care laboratory settings. Rose anticipates graduates of the proposed certificate will have ample employment opportunities.

Student demand. The new program is expected to enroll a minimum of 20 majors in fall 2009 and graduate a minimum of 5 students in 2009-2010.

Duplication/Impact on existing programs. Redlands Community College has a similar certificate, and Tulsa Community College has an option in Phlebotomy associated with its Certificate in Medical Laboratory Technology. However, given the expected demand for the proposed program and distance between locations, approval will not constitute unnecessary duplication.
Curriculum. The proposed program will consist of 24 total credit hours from the following areas (Attachment B): major core courses (8 credit hours) and guided elective courses (16 credit hours). No new courses will be added with the proposed program.

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

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

Financing. Rose will utilize internal funds to support the program. No funding is requested from the State Regents for the proposed program.

Attachments
## ROSE STATE COLLEGE
### ASSOCIATE IN APPLIED SCIENCE IN GAME DEVELOPMENT AND SIMULATION

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<tr>
<th>Degree Requirements</th>
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<td><strong>Major Courses</strong></td>
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<tr>
<td>CIT 2253 Introduction to Game Simulation and Development</td>
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<td>CIT 2263 Game Physics+</td>
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<td>MATH 2113 Calculus and Analytic Geometry I+</td>
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<td>PHYS 2434 Physics I for Engineering and Science Majors</td>
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<th>Option Areas</th>
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<tbody>
<tr>
<td><strong>Design Option Coursework</strong></td>
<td>15</td>
</tr>
<tr>
<td>CIT 2203 Game Illustration and Storyboarding+</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2213 3D Modeling+</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2223 3D Animation+</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2333 Game Design+</td>
<td>3</td>
</tr>
<tr>
<td>MULT 1413 Digital Imaging</td>
<td>3</td>
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| **Programming Option Coursework** | 15 |
| CIT 2173 Windows Programming in C++(+) | 3 |
| CIT 2293 AI Techniques | 3 |
| CIT 2363 Game Programming I+ | 3 |
| CIT 2373 Game Programming II+ | 3 |
| CIT 2383 Game Testing+ | 3 |

| **Production and Marketing Option Coursework** | 15 |
| CIT 2273 Game Production+ | 3 |
| CIT 2283 Game and Simulation Business+ | 3 |
| MKTG 2103 Principles of Marketing | 3 |
| MKTG 2213 Merchandising and Buying | 3 |
| MKTG 2513 International Marketing | 3 |

<p>| <strong>Support and Related Courses (select from the following)</strong> | 9 |
| CIT 1133 Introduction to Multimedia | 3 |
| CIT 1173 C++ Language | 3 |
| CIT 1203 Introduction to Java Programming+ I | 3 |
| CIT 1613 C#+ | 3 |
| CIT 2243 Unix/Linux | 3 |
| CIT 2503 Introduction to Web/CyberSecurity | 3 |
| CIT 2533 Cyberlaw | 3 |</p>
<table>
<thead>
<tr>
<th>CIT 2563</th>
<th>Computer Security+</th>
<th>3</th>
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<tbody>
<tr>
<td>CIT 2583</td>
<td>Operating Systems+</td>
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</tr>
<tr>
<td>CIT 2613</td>
<td>Advanced Java Programming+</td>
<td>3</td>
</tr>
<tr>
<td>CIT 2643</td>
<td>Wireless Networking+</td>
<td>3</td>
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<tr>
<td>WEB 1073</td>
<td>Introduction to E-Commerce and the Internet</td>
<td>3</td>
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<tr>
<td>WEB 2091-3</td>
<td>Web Programming+</td>
<td>1-3</td>
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**Total Credit Hours:** 64

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### ROSE STATE COLLEGE

#### CERTIFICATE IN PHLEBOTOMY

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Major Courses</strong></td>
<td>8</td>
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<tr>
<td>HSPC 1234 Comprehensive Phlebotomy+</td>
<td>4</td>
</tr>
<tr>
<td>HSPC 1344 Phlebotomy Practicum+</td>
<td>4</td>
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**Guided Electives (select from the following)**

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HSCL 1103 Introduction to Medical Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CIT 1093 Microcomputer Applications or CIT 1103 Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>HSBC 1104 Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>HSBC 1113 Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HSBC 1141 CPR</td>
<td>1</td>
</tr>
<tr>
<td>HSBC 1224 Introduction to Clinical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 1113 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1113 English Composition I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours:** 24
AGENDA ITEM #15-g:

New Programs.

SUBJECT: Oklahoma State University-Oklahoma City (OSU-OKC). Approval of the request to offer the Associate in Applied Science in Technical Spanish/Translation and Interpretation.

RECOMMENDATION:

It is recommended that the State Regents approve OSU-OKC’s request to offer the Associate in Applied Science in Technical Spanish/Translation and Interpretation with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

- Associate in Applied Science in Technical Spanish/Translation and Interpretation. Continuation beyond fall 2011 will depend upon:
  - Majors enrolled: a minimum of 21 students in fall 2010
  - Graduates: a minimum of 9 students in 2010-11

BACKGROUND:

Academic Plan

OSU’s Academic Plan lists the following institutional priorities for the OSU-OKC Campus:

- National Accreditations for all Qualified Programs;
- Externally accredited programs rank above national average;
- North Central unqualified accreditation;
- 20 percent of faculty/staff in leadership role of professional organizations;
- Five new educational programs for underserved groups;
- 10 new support services for underserved groups;
- One private scholarship available for underserved population annually; and
- Expanded facilities and support for distance learning.

APRA Implementation

Since 1991-92, OSU-OKC has deleted 41 degree and/or certificate programs while adding 35 degree and/or certificate programs.
Program Review

OSU-OKC offers 44 degree or certificate programs (7 associates, 32 associate in applied science, and 5 certificates), all of which were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with TCC’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Technical Spanish/Translation and Interpretation

Program purpose. The proposed program will prepare graduates for opportunities in the rapidly growing, highly skilled field of language translation and interpretation.

Program rationale/background. In 2005, the legislature passed Senate Bill 779 that created the State Board of Examiners of Certified Courtroom Interpreters and established licensing criteria for courtroom interpreters in Oklahoma. Effective January 1, 2006, no person may interpret or translate in a courtroom who is not a certified courtroom interpreter or translator. No central agency exists for individuals to obtain the skills required this certification. Concomitantly, Oklahoma’s health care and law enforcement professionals are working towards similar standards for interpreters and translators in those settings. Based on this need and expressed interest from interpretation service companies in Oklahoma City and Tulsa, OSU-OKC submitted the proposed program.

Employment opportunities. OSU-OKC indicates that program graduates will be in high demand as the need for certified interpreters and translators grow across Oklahoma in response to the new legislation. In the Oklahoma City metropolitan area, the demand for interpreter services has been documented at Edmond Municipal Court, Mustang Public Schools, OU Health Sciences Center, OU Medical Center, and the Jim Thorpe Rehabilitation Center. OSU-OKC reports that the OU Medical Center employs 12 in-house Spanish interpreters on staff, and SoonerStart Early Intervention program employs four full-time interpreters for Oklahoma County alone. OSU-OKC is confident students completing this program will have ample employment opportunities.

Student demand. The new program is expected to enroll a minimum of 21 majors in fall 2010 and graduate a minimum of 9 students in 2010-11.

Duplication/impact on existing programs. Tulsa Community College offers similar a program in title, but with a focus on interpretation for deaf or hearing impaired. No similar programs are offered in the State System, so approval will not constitute unnecessary duplication.

Curriculum. The proposed program will consist of 63 total credit hours from the following areas (Attachment A): general education courses (18 credit hours), technical specialty courses (31-33 credit
hours) with options in “Legal,” “Law Enforcement,” “Health Care,” and guided elective courses (12 credit hours). Twenty-five new courses will be added with the proposed program and are asterisked. OSU-OKC indicates that it will seek accreditation by the National Association of Judicial Interpreters and the American Translators Association.

**Faculty and staff.** Existing faculty will teach the proposed program and OSU-OKC intends to hire one full-time faculty member and adjunct instructors to support the program using internal funds. No additional faculty resources are requested.

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

**Financing.** OSU-OKC indicates reallocation of internal funds will support the program. No additional funding is requested for this program.

Attachment
## OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY
### ASSOCIATE IN APPLIED SCIENCE IN
#### TECHNICAL SPANISH/TRANSLATION AND INTERPRETATION

<table>
<thead>
<tr>
<th>Degree Requirements</th>
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<td><strong>General Education</strong></td>
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<tr>
<td>ENGL 1113 Freshman Composition I</td>
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<td>ENGL 1213 Freshman Composition II OR</td>
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<tr>
<td>ENGL 2333 Introduction to Technical Writing</td>
<td></td>
</tr>
<tr>
<td>HIST 1483 American History to 1865 OR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493 American History from 1865</td>
<td></td>
</tr>
<tr>
<td>POLS 1113 American Government</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 1113 Introduction to Speech</td>
<td>3</td>
</tr>
<tr>
<td>MATH Any college level math</td>
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<tr>
<th><strong>Technical Specialty</strong></th>
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<tbody>
<tr>
<td>SPAN 2115 Intermediate Spanish I</td>
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<tr>
<td>*SPAN 2143 Advanced Spanish Grammar and Composition</td>
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<tr>
<td>*TSTI 1113 Ethics &amp; Business Practices</td>
<td>3</td>
</tr>
<tr>
<td>*TSTI 1113 Fundamentals of Interpreting</td>
<td>3</td>
</tr>
<tr>
<td>*TSTI 1123 Fundamentals of Translation</td>
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</tr>
<tr>
<td>*TSTI 1133 Introduction to Translation Written/Sight</td>
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<td>*TSTI 1143 Introduction to Interpretation-Consecutive and Simultaneous</td>
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<tr>
<td>*TSTI 2411 Practicum (Internship)</td>
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<tr>
<td>*TSTI 1223 Technology for Translators and Interpreters</td>
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<tr>
<td>*TSTI 2123 Vocabulary Acquisition and Terminology</td>
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<tr>
<td>*TSTI 2113 Court Procedures</td>
<td>3</td>
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<tr>
<td>*TSTI 2123 Fundamentals of Court Interpreting</td>
<td>3</td>
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<tr>
<td>*TSTI 2133 Interpreting in Legal Settings</td>
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<th><strong>Health Care Option</strong></th>
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<tr>
<td>*TSTI 2213 Interpreting in Health Care Settings</td>
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<tr>
<td>*TSTI 2223 Medical Interpreting I: Medical Terminology</td>
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<td>*TSTI 2233 Medical Interpreting II: Anatomy and Physiology</td>
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<td>*TSTI 2313 Fundamentals of Law Enforcement Interpreting</td>
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<tr>
<td>*TSTI 2323 Interpreting in Law Enforcement Settings</td>
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<tr>
<td>*TSTI 2213 Interpreting in Legal Settings</td>
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<tr>
<td>CIS 1113 Microcomputer Applications-Microsoft Office</td>
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<tr>
<td>SPCH 2723 Interpersonal Communication</td>
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<tr>
<td>*SPAN 2123 Spanish for Heritage Speakers</td>
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<tr>
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<tr>
<td>BUS 2003</td>
<td>Small Business Management</td>
</tr>
<tr>
<td>*TSTI 2313</td>
<td>Interpreting for Law Enforcement Settings</td>
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<td>*TSTI 2213</td>
<td>Interpreting for Health Care Settings</td>
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<td>*TSTI 2133</td>
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<td>Technology for Translators and Interpreters</td>
</tr>
<tr>
<td>*TSTI 2123</td>
<td>Vocabulary Acquisition and Terminology</td>
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**Total Credit Hours:** 63

* Asterisks denote new courses.
AGENDA ITEM #16:

Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU) requests authorization to delete the Bachelor of Accountancy in Accounting (264).

University of Oklahoma Health Sciences Center (OUHSC) requests authorization to delete the Master of Science in Prosthodontics (051).

Oklahoma State University (OSU) requests authorization to delete the Bachelor of Science in Business Administration in Management Science and Computer Systems (450).

Northeastern State University (NSU) requests authorization to delete the Bachelor of Science in Education in Technology Education (048).

University of Science & Arts of Oklahoma (USAO) requests authorization to delete the Bachelor of Science in Medical Technology (015).

Redlands Community College (RCC) requests authorization to delete the Associate in Science in Mathematics (020).

Rose State College (Rose) requests authorization to delete the Associate in Applied Science in Computer-Aided Drafting (024).

Tulsa Community College (TCC) requests authorization to delete the Associate in Applied Science in Medical Assistant (048).

Tulsa Community College (TCC) requests authorization to delete the Certificate in Law Enforcement (185).

POLICY ISSUES:

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

OU requests deletion of the Bachelor of Accountancy in Accounting (264). OU reports this is a low producing program and no longer meets students’ needs. Seven students remain in the program and will graduate in May 2007. No funds are available for reallocation.

OUHSC requests deletion of the Master of Science in Prosthodontics (051). OUHSC reports this program no longer exists. No students are enrolled in the program and no funds are available for reallocation.

OSU requests deletion of the Bachelor of Science in Business Administration in Management Science and Computer Systems (450). OSU reports low graduation rates and the option for students to gain the content of this program under the Bachelor of Science in Business Administration in Management Information Systems (452), so there is no longer a need for the program.

NSU requests deletion of the Bachelor of Science in Education in Technology Education (048). NSU reports this program has been suspended for three years while in review. The review concludes no demand for this program. No students remain in the program and no funds are available for reallocation.

USAO requests deletion of the Bachelor Science in Medical Technology (015). USAO reports this program is not essential to their mission as a residential, liberal arts college and training in the specialization is available through other outlets within the region. USAO also reports lack of student demand. No students remain in the program and no funds are available for reallocation.

RCC requests deletion of the Associate in Science in Mathematics (020). RCC reports this program is an underperforming program and can better serve students as an option under the Associate in Science in Pre-Professional Sciences (028) degree program (see program modifications), which will provide more flexibility for students and enhance graduation rates. The two remaining students will be accommodated and are expected to graduate by December 20, 2006. No funds are available for reallocation.

Rose requests deletion of the Associate in Applied Science in Computer-Aided Drafting (024). Rose reports declining enrollment over the past several years and the opportunity, through cooperative agreements with technology centers, for students interested in this field to pursue the Associate in Applied Science in Applied Technology. Additionally, the Computer Aided Drafting faculty has retired and rather than replace the full-time position, Rose elected to emphasize and direct students through the cooperative agreement career technology drafting program. No students remain in the program and 13 courses will be deleted. The available funds will be reallocated to the Engineering & Science Division.

TCC requests deletion of the Associate in Applied Science in Medical Assistant (048). TCC reports they are streamlining the program in response to market demands and to make it a more competitive program with the other proprietary schools in Tulsa. The 20 remaining students will be accommodated with the last student expected to graduate in spring 2008. One course will be deleted and no funds are available for reallocation.

TCC requests deletion of the Certificate in Law Enforcement (185). TCC reports the certificate program is no longer marketable and that law enforcement agencies now require education above the certificate level. No students are enrolled in the program and no funds are available for reallocation.
AGENDA ITEM #17-a:

Accreditation.

SUBJECT: Intensive English Program.

RECOMMENDATION:

It is recommended that the State Regents accredit the English As A Second Language Program (ESLP) at Oklahoma City Community College (OCCC) for five years.

BACKGROUND:

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

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

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

POLICY ISSUES:

According to the State Regents’ “Policy Statement on Admission to, Retention in, and Transfer among Colleges and Universities of the State System,” students for whom English is a second language must demonstrate English proficiency following standards described in the “Policy Statement on Admission of Students for Whom English is a Second Language.” Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (6.0 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an intensive English program approved by the State Regents prior to admission.
Intensive English programs (IEP) are evaluated on criteria for the language program, administration, faculty, student services, finances, and physical facilities. Embedded in these broad categories are standards for the curriculum, recruitment, assessment and contact hours of the program, standards for the faculty and administrators of the program, and standards for advising and orientation services offered to students in the program.

ANALYSIS:

As required by policy, a team of out-of-state evaluators reviewed the ESLP on the campus of OCCC on April 4 and 5, 2006. The ESLP was previously reviewed in 2001 and received a five-year approval. A summary of the two-person evaluation team’s credentials is provided, and an outline of the recommendation for the IEP follows.

- **Dr. Susan Carkin**, Chair of the Division of Language, Literature, and Communications, Lane Community College, Eugene, Oregon, team chair.
  - **Credentials:** Doctor of Philosophy in Applied Linguistics (Northern Arizona University, Flagstaff, Arizona), Master of Arts in English with an emphasis in English as a Second Language (Utah State University, Logan, Utah), Master of Arts in English (University of Oregon, Eugene, Oregon), Bachelor of Arts in English (Southern Illinois University, Carbondale, Illinois) and Bachelor of Arts in Spanish (Southern Illinois University, Carbondale, Illinois).

- **Ms. Bonnie Blair Rose**, Retired from the Curriculum and Special Programs Coordinator at the English Language Center at the University of Denver in Colorado.
  - **Credentials:** Master of Arts in Education, Teaching English as a Second Language (University Of Kansas, Lawrence, Kansas) Bachelor of Arts in French and English (West Virginia University, Morgantown, West Virginia), Educational Specialist, Reading (University of Missouri-Kansas City, Kansas City, Missouri), Teaching English to Speakers of Other Languages Summer Institute (University of Hawaii, at Manoa, Honolulu, Hawaii), Histoire de la literature francaise, Lectorat de langue francaise, l’Institut de Phonetique (langue francaise) (University of Brussels, Europe), Shakespeare Institute (Yale University, New Haven, Connecticut), and Certificate in Teaching in English, French and Reading (Kansas and Missouri).

<table>
<thead>
<tr>
<th><strong>English As A Second Language Program (ESLP) at OCCC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Visit:</strong></td>
</tr>
<tr>
<td><strong>Evaluators’ Recommendation:</strong></td>
</tr>
<tr>
<td><strong>Summary of Evaluators’ Report:</strong></td>
</tr>
</tbody>
</table>
  - The evaluators find that the recommendations noted in the 2001 report were addressed satisfactorily by the program in its 2006 Self-Study. There is a knowledgeable, central international advisor; the director (soon to be coordinator) has a modest amount of reassignment time for program administration work; the ratio of instructors to students is within OCCC Guidelines (somewhat diminished by a variety of international circumstances since the 2001 report); the director has a modest discretionary budget for the purchase of texts and supplies. With regard to the final area of concern noted by the 2001 report, the number of course offerings for non-native speakers of English students, we note that the purview of the evaluation is only the
Academic Bridge Program (ABP). The number of courses is of less concern to this team than the curriculum necessary to support the academic needs and goals of the ABP students.

- Overall the team found a dedicated and increasingly integrated group of professionals working on behalf of the ESLP students. This level of support for international students and internationalization goals was evident through the highest level of college administration. The instructional support that is being developed for ABP students is impressive, especially recent creative work in the Communications Lab. In the lab, we observed projects which increase students’ interactions among diverse campus groups, help internationals with reading and relevant skill development, and keep records on reading progress. The increasing integration of work and programs relevant to student needs is coordinated by a very capable and dedicated ESLP Director; we commend her work as well as her work ethic.

- Detailed recommendations are included in the full report provided to the IEP.

State Regents’ staff concur with the team’s recommendation.
AGENDA ITEM #17-b:

Accreditation.

SUBJECT: Intensive English Program.

RECOMMENDATION:

It is recommended that the State Regents accredit the ELS Language Center (ELS) at Oklahoma City University (OCU) for five years.

BACKGROUND:

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

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

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

POLICY ISSUES:

According to the State Regents’ “Policy Statement on Admission to, Retention in, and Transfer among Colleges and Universities of the State System,” students for whom English is a second language must demonstrate English proficiency following standards described in the “Policy Statement on Admission of Students for Whom English is a Second Language.” Students without the minimal Test of English as a Foreign Language (TOEFL) score (500 for undergraduate and 550 for graduate students) who have earned a TOEFL score of at least 460 for undergraduate or 500 for graduate students, or students without the minimal International English Language Testing System (IELTS) score (6.0 for undergraduate and 6.5 for graduate students) who have earned an IELTS score of at least 5.0 for undergraduate or 5.5 for graduate students, must complete an intensive English program approved by the State Regents prior to admission.
Intensive English programs (IEP) are evaluated on criteria for the language program, administration, faculty, student services, finances, and physical facilities. Embedded in these broad categories are standards for the curriculum, recruitment, assessment and contact hours of the program, standards for the faculty and administrators of the program, and standards for advising and orientation services offered to students in the program.

**ANALYSIS:**

As required by policy, a team of out-of-state evaluators reviewed the ELS on the campus of OCU on April 6 and 7, 2006. The ELS was previously reviewed in 2001 and received a five-year approval. A summary of the two-person evaluation team’s credentials and an outline of the recommendation for the ELS follows.

- **Dr. Susan Carkin**, Chair of the Division of Language, Literature, and Communications, Lane Community College, Eugene, Oregon, team chair.  
  **Credentials:** Doctor of Philosophy in Applied Linguistics (Northern Arizona University, Flagstaff, Arizona), Master of Arts in English with an emphasis in English as a Second Language (Utah State University, Logan, Utah), Master of Arts in English (University of Oregon, Eugene, Oregon), Bachelor of Arts in English (Southern Illinois University, Carbondale, Illinois) and Bachelor of Arts in Spanish (Southern Illinois University, Carbondale, Illinois).

- **Ms. Bonnie Blair Rose**, Retired from the Curriculum and Special Programs Coordinator at the English Language Center at the University of Denver in Colorado.  
  **Credentials:** Master of Arts in Education, Teaching English as a Second Language (University Of Kansas, Lawrence, Kansas) Bachelor of Arts in French and English (West Virginia University, Morgantown, West Virginia), Educational Specialist, Reading (University of Missouri-Kansas City, Kansas City, Missouri), Teaching English to Speakers of Other Languages Summer Institute (University of Hawaii at Manoa, Honolulu, Hawaii), Histoire de la litterature francaise, Lectorat de langue francaise, l’Institut de Phonetique (langue francaise) (University of Brussels, Europe), Shakespeare Institute (Yale University, New Haven, Connecticut), and Certificate in Teaching in English, French and Reading (Kansas and Missouri).

<table>
<thead>
<tr>
<th>ELS Language Program (ELS) at OCU</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Visit:</strong></td>
</tr>
<tr>
<td><strong>Evaluators’ Recommendation:</strong></td>
</tr>
<tr>
<td><strong>Summary of Evaluators’ Report:</strong></td>
</tr>
</tbody>
</table>
The teaching workload of 4 classes (20 hours) per week exceeds the normal 15 hours/week found across most academic intensive English programs. Some teachers elect to teach up to 10 more hours as overload with remuneration. Such year-round (13 four-week sessions) intensive teaching over time carries the potential for instructor burn out which could negatively affect the classroom performance and the teaching-learning process, although the level of compensation is important for many of the instructors. The practice of testing students into 12 levels, and then, due to low enrollments, collapsing some of those placements into 2-5 levels, is problematic. This practice holds problems of face validity which have not escaped students’ notice. Another issue of face validity is the ambiguous relationship between exit exams and the course goals.

The ELS Center has a long history of cooperation with OCU—since 1976. Dr. Dunham of the International Student Office is a former ELS Center employee and good working relations continue between the two organizations affording mutual benefits. With Nancy Kintsel’s leadership and a longstanding relationship with OCU, the ELS Center will continue to enhance the university’s mission and provide students with opportunities to study at the university level.

Detailed recommendations are included in the full report provided to the IEP.

Center’s Staff Objection: None.

State Regents’ staff concur with the team’s recommendation.
AGENDA ITEM #18:

Policy-System.

SUBJECT: Approval of required scores on the Test of English as a Foreign Language (TOEFL) for admission of students for whom English is a second language.

RECOMMENDATION:

It is recommended that the State Regents approve the following TOEFL scores for admission of students for whom English is a second language.

BACKGROUND:

In 2005, the Educational Testing Service (ETS) announced changes to the TOEFL exam. The new exam is internet-based and includes a speaking element that allows the capture of speech and score responses in a standardized format. The exam tests all four language skills important for effective communication: speaking, listening, reading, and writing. The test also emphasizes integrated skills and provides information to institutions about students' ability to communicate in an academic setting and their readiness for academic coursework.

The new exam began in the United States in September 2005 and internationally in January 2006. ETS plans to maintain the current computer-based and paper-based TOEFL exams in certain locations until the internet-based exam has been fully implemented in all areas.

In May 2005 the Council on Instruction recommended that State Regents’ staff convene a group of individuals from the campuses who work with international admissions to examine the changes in the TOEFL exam and recommend policy and score revisions if needed. The task force met three times in May, June, and September 2005. Recommendations from the task force are included below.

POLICY ISSUES:

The State Regents adopted the Policy Statement on Admission of Students for Whom English is a Second Language in May 1979. The policy was revised in October 1989 and in May 2003. The policy is designed to facilitate student success for those students whose primary language is not English.

Currently, the policy includes the admission standards for nonnative speakers of English and also includes the standards for approval of Intensive English Programs (IEP) by the State Regents.

The policy requires undergraduate students to demonstrate competency in English in one of the following ways:

1. Standardized Testing – Score 500 or higher on the TOEFL or 6.0 or higher on the International English Language Testing System (IELTS) Examination.
2. Intensive English Program (IEP) – Score a 460 or higher on the TOEFL or 5.0 or higher on the IELTS and immediately prior to admission successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents.

3. High School Performance – Complete the high school core requirements in or graduate from an English-speaking high school and demonstrate competency through the State Regents’ Policy on Remediation and Removal of High School Curricular Deficiencies.

4. Institutional Discretion – In extraordinary and deserving cases, the president of the institution or his/her designee may admit a student who fails to meet the above requirements if proficiency has been demonstrated in some other way prior to admission.

Graduate students may demonstrate competency in one of the following ways:

1. Standardized Testing – Score 550 or higher on the TOEFL or 6.5 or higher on the IELTS.

2. IEP – Score a 500 or higher on the TOEFL or 5.5 or higher on the IELTS and immediately prior to admission successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents.

3. College Performance – Earned a baccalaureate or graduate degree from an accredited, English-speaking college or university.

4. Institutional Discretion – In extraordinary and deserving cases, the president of the institution or his or her designee may admit a student who fails to meet the above requirements if proficiency has been demonstrated in some other way prior to admission.

Transfer students may demonstrate proficiency by passing at least 24 semester college credit hours at an accredited, English-speaking college or university before admission to a State System institution. According to policy, institutions may not waive these requirements and may set higher standards with State Regents’ approval.

ANALYSIS:

As part of the overall policy revisions presented in a separate agenda item, it is proposed that the requirements for admission of nonnative speakers of English be separated from the approval requirements for IEPs and moved to the Undergraduate Admission and Retention Policy. This move will facilitate the location of this information for those seeking information on policies regarding admission standards.

Additionally, it is proposed in the separate agenda item that the specific scores required for exams for nonnative speakers of English be removed from the policy language and included in the new State Regents’ Academic Affairs Procedures Handbook. This provides consistency with other admission standards where policy does not specify scores. The handbook will be reviewed annually by the COI and recommendations on revisions to any admission requirements will be made to the State Regents as necessary.

The task force met three times in 2005 to discuss the TOEFL changes and implications for state and institutional policies. After careful review, the task force recommended that the State Regents’ minimum requirements for admission on the internet-based exam be those that correspond to the current minimum requirements for admission on the paper-based and computer-based exams, as specified by ETS. The
current minimum requirements on the paper-based and computer-based exams would remain the same. These scores were derived from a crosswalk provided by ETS.

The following minimum scores on the new internet-based TOEFL are proposed:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum score prior to participation in 12 weeks of study in a State Regents’ approved IEP; for admission immediately following the IEP</td>
<td>48</td>
<td>61</td>
</tr>
<tr>
<td>Regular admission</td>
<td>61</td>
<td>79</td>
</tr>
</tbody>
</table>

The State Regents have approved higher standards for admission of undergraduate students who are nonnative speakers of English at the University of Oklahoma (OU). The corresponding TOEFL score for admission to OU is a 79 for regular admission and a 61 for admission following an IEP program.

It is recommended that the State Regents approve the proposed internet-based TOEFL exam score requirements to be effective with the fall 2006 semester.
AGENDA ITEM #19:

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 High Plains Technology Center; between Northern Oklahoma College and Northwest Technology Center; between Murray State College and Red River Technology Center; and between Oklahoma State University Technical Branch, Okmulgee, Carl Albert State College, Eastern Oklahoma State College, Murray State College and Kiamichi Technology Center.

BACKGROUND:

In 1988, the State Regents approved the “Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges.” The policy expanded 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. As of the May 2006 State Regents’ meeting, 352 cooperative agreements involving 126 AAS 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 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 the 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 may, if s/he meets the requirements set forth below, be admitted to a college or university in The Oklahoma State System of Higher Education that offers technical AAS and certificate programs and enroll in technical courses only. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

<table>
<thead>
<tr>
<th>Regional Universities and Community Colleges</th>
<th>ACT/SAT at the 42nd percentile or an ACT PLAN score that predicts such student performance</th>
<th>OR</th>
<th>High School GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autry Technology Center</td>
<td></td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>Caddo Kiowa Technology Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian Valley Technology Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Tech, Drumright</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chisholm Trail Technology Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francis Tuttle Technology Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gordon Cooper Technology Center</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

At the December 2005, February 2006, March 2006 and April 2006 meetings, the State Regents approved 19 more cooperative alliance agreements, bringing the total 22. 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.

<table>
<thead>
<tr>
<th>Technology Center</th>
<th>Higher Education Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autry Technology Center</td>
<td>Northern Oklahoma College</td>
</tr>
<tr>
<td>Caddo Kiowa Technology Center</td>
<td>Redlands Community College</td>
</tr>
<tr>
<td>Canadian Valley Technology Center</td>
<td>Redlands Community College</td>
</tr>
<tr>
<td>Central Tech, Drumright</td>
<td>OSUTB-OKM</td>
</tr>
<tr>
<td>Chisholm Trail Technology Center</td>
<td>Northern Oklahoma College</td>
</tr>
<tr>
<td>Francis Tuttle Technology Center</td>
<td>Oklahoma City Community College</td>
</tr>
<tr>
<td>Gordon Cooper Technology Center</td>
<td>Seminole State College</td>
</tr>
<tr>
<td>Great Plains Technology Center</td>
<td>Western Oklahoma State College</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Green Country Technology Center</td>
<td>OSUTB-OKM</td>
</tr>
<tr>
<td>Indian Capital Technology Center</td>
<td>Connors State College</td>
</tr>
<tr>
<td>Meridian Technology Center</td>
<td>OSUTB-OKM and Northern Oklahoma College</td>
</tr>
<tr>
<td>Metro Technology Center</td>
<td>OSU-OKC</td>
</tr>
<tr>
<td>Mid-America Technology Center</td>
<td>Oklahoma City Community College</td>
</tr>
<tr>
<td>Mid-Del Technology Center</td>
<td>Rose State College</td>
</tr>
<tr>
<td>Moore-Norman Technology Center</td>
<td>Oklahoma City Community College</td>
</tr>
<tr>
<td>Northeast Technology Center</td>
<td>OSUTB-OKM, Rogers State University and Northeastern Oklahoma A&amp;M College</td>
</tr>
<tr>
<td>Pioneer Technology Center</td>
<td>Northern Oklahoma College</td>
</tr>
<tr>
<td>Pontotoc Technology Center</td>
<td>Murray State College</td>
</tr>
<tr>
<td>Southern Technology Center</td>
<td>Murray State College</td>
</tr>
<tr>
<td>Southwest Technology Center</td>
<td>Western Oklahoma State College</td>
</tr>
<tr>
<td>Tulsa Technology Center</td>
<td>Tulsa Community College</td>
</tr>
<tr>
<td>Wes Watkins Technology Center</td>
<td>OSUTB-OKM and Seminole State College</td>
</tr>
</tbody>
</table>

**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:**

The four new cooperative alliance agreements that are recommended for approval are between Northern Oklahoma College and High Plains Technology Center; between Northern Oklahoma College and Northwest Technology Center; between Murray State College and Red River Technology Center; and between Oklahoma State University Technical Branch, Okmulgee, Carl Albert State College, Eastern Oklahoma State College, Murray State College and Kiamichi Technology Center. Students taught at the partnering technology centers will begin enrolling in Fall 2006.

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, 26 of 29 technology centers will be participating with 16 higher education institutions in this initiative.

Supplement
AGENDA ITEM #20:

Financial Aid Update and Annual Report.


RECOMMENDATION:

This item is for information only. The Annual Student Financial Aid Survey is presented for the State Regents’ acceptance.

BACKGROUND:

Three issues are discussed in this item:

- A recent report from the Educational Policy Institute indicates that Oklahoma ranks #2 among the fifty states in affordability of public four-year postsecondary education.
- The federal government has created two new student financial aid grants effective for fall 2006 that are expected to have a significant impact by increasing the amount of financial aid to eligible students.

POLICY ISSUES:

All three items in this report have implications for the issue of affordability of higher education in Oklahoma.

For 31 consecutive years, the Oklahoma State Regents for Higher Education have compiled an Annual Financial Aid Report (OCR B3) for state system institutions. This report is used to track the amounts and types of financial aid distributed in Oklahoma public higher education institutions. The information is also compiled according to race and gender. The data helps to provide trend information on the long-term changes in the financial aid environment of students attending Oklahoma public colleges and universities. Information concerning grants, scholarships, loans, and employment is collected in aggregate form directly from the institutions. For the first time, most private/independent colleges also provided aggregate information on students at their institutions.

ANALYSIS:

1. Report on College Affordability

A recent report [“Beyond the 49th Parallel II: The Affordability of University Education,” Usher, A and Steele, Kim, Educational Policy Institute, March 2006] concludes that Oklahoma ranks #2 among all states in affordability of public four-year college education.
The report evaluates education costs (tuition, fees, books) and living costs (room & board), as well as sources of funding support such as student grants, loans, and individual tax benefits. All are measured in relation to median household income. The report notes the following factors in explaining the analysis:

- Federal student financial aid acts as an “equalizing force”. The amount of federal financial aid that a student receives, such as Pell Grants, is largely based on individual income/assets and is not adjusted for local cost of living. Consequently, federal student aid provides greater value in lower-income, lower-cost states.

- Oklahoma’s overall ranking of #2 in affordability considers the following measures:
  - Median household income (44th)
  - Education costs (13th lowest)*
  - Living costs (5th lowest)
  - Total costs; education and living (10th lowest)*
  - Grant aid per student (32nd)
  - Tax benefits (federal tax credits, deductions) per student (27th)
  - Loan aid per student (23rd)
  - “Out-of-pocket” costs (2nd lowest)*

  *adjusted for median household income

2. New Federal Student Aid Grants

Two new federal student aid grants will become available in fall 2006 to students eligible for the federal Pell Grant. Currently, there are about 80,000 Pell Grant recipients in Oklahoma, including roughly 66,000 in state system institutions. It remains unclear how many of the students will ultimately receive the new grants.

- The Academic Competitiveness Grants offer an additional $750 to first-year students and $1,300 to second-year students. To qualify, students must meet the following criteria:
  - Be a U.S. citizen;
  - Be a Federal Pell Grant recipient;
  - Be enrolled full-time in a degree program;
  - Be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution;
  - Have completed a rigorous secondary school program of study* (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second-year student);
  - If a first-year student, not have been previously enrolled in an undergraduate program; and
  - If a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale for the first academic year.

  * The U.S. Secretary of Education has identified four options for meeting the requirement of the “rigorous secondary school program of study”. Unfortunately, based on an initial examination of these four options, the required curriculum for the Oklahoma Higher Learning Access Program (OHLAP) would not qualify. Similarly, the new high school college preparatory curriculum established in the Achieving Classroom Excellence (ACE) Act last year, which is nearly identical to the OHLAP curriculum, would also not qualify for this purpose.
The State Education Agency of each state (Oklahoma’s State Department of Education) is authorized to submit a request for consideration of alternative rigorous secondary school programs of study. The proposed alternatives must be submitted by June 1, 2006. The Governor’s office is convening meetings to discuss possible submission of a request for Oklahoma.

- The National Science and Mathematics Access to Retain Talent (SMART) Grants will provide up to $4,000 for each of the third and fourth academic years of study. To be eligible for each academic year, a student must:
  - Be a U.S. citizen;
  - Be a Federal Pell Grant recipient;
  - Be enrolled full-time in a degree program;
  - Be enrolled in a four-year degree-granting institution;
  - Major in the physical sciences, life sciences, computer science, engineering, mathematics, technology, or a critical foreign language; and
  - Have at least a cumulative 3.0 grade point average on a 4.0 scale.

3. Annual Student Financial Aid Survey for 2004-05

In 2004-05, students attending Oklahoma public and independent (private) colleges and universities received financial aid totaling more than $1.1 billion. Students at state system institutions received $895 million while students at the independent institutions received nearly $241 million. Over half of the amount, some $618 million, was in the form of loans.

*The following pages provide more details.*
Trends for Students in the State System for Higher Education:

- The amount of student loan borrowing continues to grow at a greater rate than grant aid such as federal Pell Grants or Oklahoma Tuition Aid Grants.

For the lowest income students, the maximum federal Pell Grant generally covers a smaller portion of public college costs than at any point since 1992-93. The maximum grant is currently $4,050 and has not increased significantly since 2002-03.
2004-05 Financial Aid for Students Attending State System Institutions:

- More than 135,000 students attending state system institutions received $895 million dollars in student aid. Over half (57%) of the 238,000 students attending state system institutions in 2004-2005 received some form of financial aid, the same percentage as 2003-2004.

- Over the past three years, the total amount of financial aid distributed to state system students increased by $293 million, or 49%. The amount of student loans borrowed by state students increased 65% over those three years.

<table>
<thead>
<tr>
<th>(amounts in $ millions)</th>
<th>2001-02</th>
<th>2002-03</th>
<th>2003-04</th>
<th>2004-05</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants/waivers/scholarships</td>
<td>262</td>
<td>290</td>
<td>319</td>
<td>363</td>
<td>39%</td>
</tr>
<tr>
<td>Loans</td>
<td>286</td>
<td>354</td>
<td>391</td>
<td>472</td>
<td>65%</td>
</tr>
<tr>
<td>Employment</td>
<td>54</td>
<td>49</td>
<td>60</td>
<td>60</td>
<td>11%</td>
</tr>
<tr>
<td>Total</td>
<td>602</td>
<td>694</td>
<td>770</td>
<td>895</td>
<td>49%</td>
</tr>
</tbody>
</table>

Attachment A provides a more detailed summary of the 2004-05 financial aid.

- Student Loans:
  - More than half (53%, or $472 million) of all financial aid dollars awarded were in loans. All other types of financial aid combined—scholarships, grants, and work study—totaled slightly less than $423 million (47%).
  - The percentage of all students taking out student loans has increased from 22% in 1994-95 to 31% in 2004-05.
  - Loans by Tier:

<table>
<thead>
<tr>
<th></th>
<th>Total Loans in Millions</th>
<th>Total Borrowers</th>
<th>Average Loan Per Borrower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Univ.</td>
<td>$264*</td>
<td>24,940*</td>
<td>$10,594*</td>
</tr>
<tr>
<td>Regional Univ.</td>
<td>141</td>
<td>27,676</td>
<td>5,099</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>67</td>
<td>21,106</td>
<td>3,177</td>
</tr>
<tr>
<td>Total</td>
<td>$472</td>
<td>73,722</td>
<td>$6,408</td>
</tr>
</tbody>
</table>

*Includes undergraduate, graduate, and professional degree students.

- Financial Aid by Tier:

<table>
<thead>
<tr>
<th></th>
<th>Total Aid in Millions</th>
<th>% of Total Aid</th>
<th>% Students in Tier With Aid</th>
<th>% of Aid from Loans</th>
<th>% of Aid Recipients w/ Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Univ.</td>
<td>$437</td>
<td>49%</td>
<td>67%</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>Regional Univ.</td>
<td>289</td>
<td>32%</td>
<td>65%</td>
<td>49%</td>
<td>60%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>169</td>
<td>19%</td>
<td>45%</td>
<td>40%</td>
<td>46%</td>
</tr>
<tr>
<td>Total</td>
<td>$895</td>
<td>100%</td>
<td>57%</td>
<td>53%</td>
<td>55%</td>
</tr>
</tbody>
</table>
• Gender and ethnicity: Female and minority students account for a slightly greater proportion of student aid recipients than their proportion of total student enrollment.

<table>
<thead>
<tr>
<th></th>
<th>% of Aid Recipients</th>
<th>% of Headcount Enr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>59.9%</td>
<td>56.9%</td>
</tr>
<tr>
<td>Male</td>
<td>40.1%</td>
<td>43.1%</td>
</tr>
<tr>
<td>Black/Af. Amer.</td>
<td>11.0%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Amer. Indian</td>
<td>12.2%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.4%</td>
<td>3.2%</td>
</tr>
<tr>
<td>White</td>
<td>70.9%</td>
<td>74.9%</td>
</tr>
</tbody>
</table>

2004-05 Financial Aid for Students Attending Independent/Private Institutions: For the first time, independent colleges participating in the Oklahoma Tuition Equalization Grant (OTEG) program were also required to submit aggregate financial aid data for 2004-05. In 2004-05, students attending independent institutions received $241 million in total financial aid. A more detailed summary of the sources of financial aid is included in Attachment B.

Combined 2004-05 Financial Aid for State System and Independent/Private Institutions: A total of $1.1 billion in financial aid was disbursed to students attending Oklahoma public and independent colleges in 2004-05. The table below shows the proportion of aid coming from each source for the two sectors.

<table>
<thead>
<tr>
<th></th>
<th>Grants, Waivers, Scholarships</th>
<th>Loans</th>
<th>Employment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>State System</td>
<td>363</td>
<td>472</td>
<td>60</td>
<td>895</td>
</tr>
<tr>
<td>Independent/Private</td>
<td>90</td>
<td>146</td>
<td>5</td>
<td>241</td>
</tr>
<tr>
<td>TOTAL</td>
<td>453</td>
<td>618</td>
<td>65</td>
<td>1,136</td>
</tr>
</tbody>
</table>

(% of Totals)

<table>
<thead>
<tr>
<th></th>
<th>State System</th>
<th>Independent/Private</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants, Waivers, Scholarships</td>
<td>41%</td>
<td>37%</td>
<td>40%</td>
</tr>
<tr>
<td>Loans</td>
<td>53%</td>
<td>61%</td>
<td>54%</td>
</tr>
<tr>
<td>Employment</td>
<td>7%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

A copy of the full report is available upon request as a supplement to the agenda.
In 2004 - 2005, over 135,000 students attending state system institutions received approximately $895 million in the form of grants, scholarships, loans and student employment.

<table>
<thead>
<tr>
<th></th>
<th>$ Amount</th>
<th>% Of Total</th>
<th># Of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grants</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Pell Grants</td>
<td>$150,206,746</td>
<td>16.8%</td>
<td>65,680</td>
</tr>
<tr>
<td>Federal SEOG</td>
<td>$5,091,128</td>
<td>0.6%</td>
<td>9,843</td>
</tr>
<tr>
<td>Vocational Rehabilitation Grants (federal)</td>
<td>$4,211,606</td>
<td>0.5%</td>
<td>1,946</td>
</tr>
<tr>
<td>State Grants (OTAG)</td>
<td>$21,784,635</td>
<td>2.4%</td>
<td>23,904</td>
</tr>
<tr>
<td>Private Sources</td>
<td>$1,003,024</td>
<td>0.1%</td>
<td>1,103</td>
</tr>
<tr>
<td>Institutional Grants</td>
<td>$1,670,986</td>
<td>0.2%</td>
<td>2079</td>
</tr>
<tr>
<td>Resident Tuition Waivers</td>
<td>$36,190,362</td>
<td>4.0%</td>
<td>38,866</td>
</tr>
<tr>
<td>Nonresident Tuition Waivers</td>
<td>$43,840,210</td>
<td>4.9%</td>
<td>14,356</td>
</tr>
<tr>
<td>Other Grants</td>
<td>$18,996,948</td>
<td>2.1%</td>
<td>8,720</td>
</tr>
<tr>
<td><strong>Subtotal Grants</strong></td>
<td>$282,995,645</td>
<td>31.6%</td>
<td>101,602 *</td>
</tr>
<tr>
<td><strong>Scholarships</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State-Funded Scholarships (OHLAP, Acad. Schlrs)</td>
<td>$25,270,924</td>
<td>2.8%</td>
<td>13300</td>
</tr>
<tr>
<td>Other Scholarships</td>
<td>$54,959,474</td>
<td>6.1%</td>
<td>40,294</td>
</tr>
<tr>
<td><strong>Subtotal Scholarships</strong></td>
<td>$80,230,398</td>
<td>9.0%</td>
<td>34,593 *</td>
</tr>
<tr>
<td><strong>Loans</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Perkins Loan</td>
<td>$8,902,014</td>
<td>1.0%</td>
<td>3,125</td>
</tr>
<tr>
<td>Other Federal Loans</td>
<td>$440,488,791</td>
<td>49.2%</td>
<td>108,391</td>
</tr>
<tr>
<td>Institutional Loans</td>
<td>$3,426,907</td>
<td>0.4%</td>
<td>1,019</td>
</tr>
<tr>
<td>Private Sources</td>
<td>$15,026,167</td>
<td>1.7%</td>
<td>2,113</td>
</tr>
<tr>
<td>Other Loans</td>
<td>$4,553,367</td>
<td>0.5%</td>
<td>922</td>
</tr>
<tr>
<td><strong>Subtotal Loans</strong></td>
<td>$472,397,246</td>
<td>52.8%</td>
<td>73,722 *</td>
</tr>
<tr>
<td><strong>Student Employment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>$10,149,994</td>
<td>1.1%</td>
<td>6,052</td>
</tr>
<tr>
<td>Institutional Student Employment</td>
<td>$49,332,925</td>
<td>5.5%</td>
<td>15,078</td>
</tr>
<tr>
<td><strong>Subtotal Employment</strong></td>
<td>$59,482,919</td>
<td>6.6%</td>
<td>19,259 *</td>
</tr>
<tr>
<td><strong>Total Financial Assistance</strong></td>
<td>$895,106,208</td>
<td>100.0%</td>
<td>135,128 *</td>
</tr>
</tbody>
</table>

*The number of students in each category may include duplicated students that receive more than one type of financial aid. The subtotals are unduplicated for that category of aid. The total number of 135,128 is unduplicated for all sources of aid.

Source: OCR B3 Financial Aid Survey for 2004-2005
Does not include Federal Hope and Lifetime Learning tax credits.
## Overview of Financial Aid for 2004-05

<table>
<thead>
<tr>
<th>Source: OCR B3 Survey for 2004-05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not include Federal Hope and Lifetime Learning tax credits.</td>
</tr>
<tr>
<td>Dollar amounts include responses from Bacone College, Mid-America Christian University, Oklahoma Baptist University, Oklahoma Christian University, Oklahoma City University, Oral Roberts University, Oklahoma Wesleyan University, Southern Nazarene University, St. Gregory's University, Southwestern Christian University, University of Tulsa</td>
</tr>
</tbody>
</table>

### Grants

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Amount</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>$13,178,549.41</td>
<td>5%</td>
</tr>
<tr>
<td>Federal SEOG</td>
<td>$1,884,008.77</td>
<td>1%</td>
</tr>
<tr>
<td>Vocational Rehabilitation Grants (federal)</td>
<td>$118,200.62</td>
<td>0%</td>
</tr>
<tr>
<td>State and Local Grants</td>
<td>$2,515,218.00</td>
<td>1%</td>
</tr>
<tr>
<td>Private Sources</td>
<td>$1,732,288.02</td>
<td>1%</td>
</tr>
<tr>
<td>Institutional Grants</td>
<td>$11,725,991.32</td>
<td>5%</td>
</tr>
<tr>
<td>Resident Tuition Waivers</td>
<td>$3,271,898.00</td>
<td>1%</td>
</tr>
<tr>
<td>Nonresident Tuition Waivers</td>
<td>-$</td>
<td>0%</td>
</tr>
<tr>
<td>Other Grants</td>
<td>$1,153,866.06</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Subtotal Grants</strong></td>
<td><strong>$35,580,020.20</strong></td>
<td><strong>15%</strong></td>
</tr>
</tbody>
</table>

### Scholarships

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>Amount</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>State-Funded Scholarships</td>
<td>$2,394,394.00</td>
<td>1%</td>
</tr>
<tr>
<td>Other Scholarships</td>
<td>$51,893,345.31</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Subtotal Scholarships</strong></td>
<td><strong>$54,287,739.31</strong></td>
<td><strong>23%</strong></td>
</tr>
</tbody>
</table>

### Loans

<table>
<thead>
<tr>
<th>Loan Type</th>
<th>Amount</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Perkins Loan</td>
<td>$8,710,663.16</td>
<td>4%</td>
</tr>
<tr>
<td>Other Federal Loans</td>
<td>$109,585,984.55</td>
<td>46%</td>
</tr>
<tr>
<td>Institutional Loans</td>
<td>$155,150.00</td>
<td>0%</td>
</tr>
<tr>
<td>Private Sources</td>
<td>$27,287,013.34</td>
<td>11%</td>
</tr>
<tr>
<td>Other Loans</td>
<td>-$</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Subtotal Loans</strong></td>
<td><strong>$145,738,811.05</strong></td>
<td><strong>61%</strong></td>
</tr>
</tbody>
</table>

### Student Employment

<table>
<thead>
<tr>
<th>Employment Type</th>
<th>Amount</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Work-Study</td>
<td>$4,235,465.50</td>
<td>2%</td>
</tr>
<tr>
<td>Institutional Student Employment</td>
<td>$917,621.00</td>
<td>0%</td>
</tr>
<tr>
<td>All Other Work-Study</td>
<td>$22,330.00</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Subtotal Employment</strong></td>
<td><strong>$5,175,416.50</strong></td>
<td><strong>2%</strong></td>
</tr>
</tbody>
</table>

### Total Financial Assistance

| Total Amount                            | $240,781,987.06 | 100% |

---

**Attachment B**

**Independent Institutions**

**Overview of Financial Aid for 2004-05**
AGENDA ITEM #21:

Oklahoma Tuition Aid Grant Program.


RECOMMENDATION:

It is recommended that the State Regents approve the proposed 2006-2007 award schedule for the Oklahoma Tuition Aid Grant (OTAG) program.

BACKGROUND:

The 1971 Oklahoma Legislature created the Oklahoma Tuition Aid Grant (OTAG) program. OTAG is a need-based grant program that currently provides awards for both full-time and part-time undergraduate students. The maximum award is $1,000 at public institutions and $1,300 at private institutions. The program currently serves about 23,000 students with a total budget of $19.1 million. The award is available to students attending state system institutions, non-profit accredited private institutions, and public career technology centers.

The federal Leveraging Educational Assistance Partnership (LEAP) and Special Leveraging Educational Assistance Partnership (SLEAP) programs provide supplemental matching funds when the state’s allocation is sufficient to meet minimum “maintenance of effort” requirements. For 2005-2006 the state was awarded $404,881 in LEAP funding and $671,979 in SLEAP funding. State funds provided in the amount of $18,927,327 met the matching requirements for the LEAP award; however, only $569,282 of the SLEAP award could be matched.

POLICY ISSUES:

Historically, OTAG has been the state’s largest strictly need-based student financial aid program. OTAG continues to play an important role in providing college aid to Oklahoma students with the least financial resources, including a significant number of adult students.

ANALYSIS:

As shown in the attached document, the proposed award schedule for 2006-07 reflects minimal changes from the 2005-06 schedule.

- Eligibility will continue to be limited to students with an “Expected Family Contribution” (EFC) of $1,500 or less. The EFC is the amount that the student and their family are expected to pay “out of pocket” toward the student’s college costs. The amount is determined by a formula utilized for the federal financial aid application.
- Awards will be made to students on a first-come/first-serve basis with an expectation to fund students applying at least through April 15. This date can be extended if funds are sufficient.
• Unless additional funds are provided by the legislature and allocated by the State Regents, the maximum award level will remain at $1,000 for students attending public institutions and $1,300 for students attending private/independent institutions.

• The proposed schedule will continue to exclude graduate students. Graduate student eligibility was initially suspended in 2003-04 due to budget cuts. Due to the inability to fund all eligible undergraduate students, it is recommended that graduate students remain ineligible for the award.
Expected Family Contribution (EFC) as calculated for federal student financial aid programs is the basis for determining Oklahoma Tuition Aid Grant (OTAG) award eligibility. The Oklahoma State Regents for Higher Education set an annual award payment schedule.

The applicant's EFC is installed into the payment schedule to determine the percentage of enrollment costs (tuition and mandatory fees charged to all students) the applicant is eligible to receive. The percentage is then applied to the appropriate standard OTAG enrollment cost for the school. Based on their EFC, an applicant is eligible for up to 75% of their enrollment costs. This percentage is applied to the school cost amount for the student’s enrollment status (full-time or part-time) to determine the maximum OTAG award amount.

### Maximum Award Amount is 75% of Enrollment Costs, Not to Exceed $1,000 For Students Attending Public Colleges, Universities, and Career Technology Centers or $1,300 for Students Attending Non-Profit Private Colleges and Universities

<table>
<thead>
<tr>
<th>EFC RANGE</th>
<th>% OF ENROLLMENT COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 -1500</td>
<td>75%</td>
</tr>
<tr>
<td>1501 – 2000</td>
<td>70%</td>
</tr>
<tr>
<td>2001 – 2500</td>
<td>65%</td>
</tr>
<tr>
<td>2501 – 3000</td>
<td>60%</td>
</tr>
<tr>
<td>3001 – 3500</td>
<td>55%</td>
</tr>
<tr>
<td>3501 – 4000</td>
<td>50%</td>
</tr>
<tr>
<td>4001 – 4500</td>
<td>45%</td>
</tr>
<tr>
<td>4501 – 5000</td>
<td>40%</td>
</tr>
<tr>
<td>5001 – 5500</td>
<td>35%</td>
</tr>
<tr>
<td>5501 – 5925</td>
<td>30%</td>
</tr>
</tbody>
</table>

3. In setting the annual schedule, an EFC cap (highest EFC an applicant can have and be eligible for OTAG) is calculated by dividing the Oklahoma low median family income by the median household size published by the U.S. Department of Housing and Urban Development (HUD). Very low income is defined as not in excess of 50 percent of the median. The median household size is four. FY 2004 2005 HUD data has been used in developing the 2005-2006 2006-2007 schedule. For FY 2004 2005 the Oklahoma median family income was $47,300 $47,400. Fifty percent of $47,300 $47,400 divided by four equals an EFC cap of 5913 5925.
Proposed 2005-2006 2006-2007 Awarding Priorities:

Only undergraduates will be considered for awards in 2005-2006 2006-2007.

1. 1999-2000 renewal undergraduate applicants who are statutorily “grandfathered” in with EFC’s at any level up to the maximum of 5925, or if they do not qualify under the EFC formula but do qualify at any level under the alternate EFI formula, will be awarded first.

2. After undergraduate applications meeting the criteria in 1 above have been awarded, undergraduate applications with receipt dates of April 15 or earlier and EFCs from 0 through 1500 will be awarded. If funds are not available to award all eligible undergraduate applications with EFC’s from 0 through 1500 received through April 15, those with the earliest application receipt dates will receive priority consideration.

If funds remain available after awarding eligible undergraduate applications meeting 1 and 2 above, eligible undergraduate applications received after April 15 will be considered on a daily basis. Example: Applications received on April 16 with priority given to 1999-2000 renewal applications with any level of EFC up to the maximum of 5925 or any eligible level under the alternate EFI formula, followed by applications with 0 through 1500 EFC. If funds remain available, April 17 applications will be considered in the same priority order followed by April 18 application, and so on.
AGENDA ITEM #22:

Minority Teacher Retirement Center.

SUBJECT: Allocation of Minority Teacher Recruitment Center (MTRC) budget to fund Pre-Collegiate Partnership programs and Collegiate Partnership grants

RECOMMENDATION:

It is recommended that the State Regents approve the proposed MTRC Pre-Collegiate and Collegiate Program expenditures.

BACKGROUND:

Created in 1990 through House Bill 1017, the Oklahoma State Regents’ Minority Teacher Recruitment Center (MTRC) is charged with developing and implementing programs to recruit and to retain teachers in Oklahoma public schools.

Pre-Collegiate Programs: The Minority Teacher Recruitment Center supports the implementation of three pre-collegiate teacher recruitment programs in Oklahoma schools – Academic Commitment to Education (ACE), Leadership, Education and Achievement Program (LEAP) and Future Educators Association (FEA). These programs include curriculum, professional development and grants to provide additional resources for teachers to furnish supplemental materials and enhance learning opportunities for students which promote academic achievement and meet the goals of the MTRC.

Since its inception, in 2003-2004, the Academic Commitment to Education (ACE) curriculum has been successfully implemented in over 30 high schools. ACE incorporates the study of teacher competencies with teaching-related experiences and offers intellectual challenges that lead to student growth and academic achievement.

The Leadership, Education and Achievement Program (LEAP), piloted during 2004-2005 was implemented in 2005-2006. Six schools were included in the first year pilot. This past year LEAP was incorporated into 15 schools and 28 classrooms. LEAP is designed to help students who have strong academic potential to be successful in high school and college.

MTRC funds Future Educators Association (FEA) chapter start-up kits and grants. Sponsored nationally by Phi Delta Kappa, these extra-curricular organizations give all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the educational field.

Collegiate Programs: Since 1996, collaborative efforts by MTRC and teacher education programs in the state have led to partnerships that help address teacher recruitment from a campus-based perspective and take advantage of the unique strengths of each institution. Through these partnerships, students have opportunities interacted with higher education personnel and learned about college preparation and the teaching profession.
**Teacher Conferences:** Each year, MTRC sponsors both new and recurring conferences and activities designed to enhance the image of teaching and to assist in teacher recruitment efforts.

**POLICY ISSUES:**

The Minority Teacher Recruitment Center has a legislative directive (HB 2557) to develop recruiting programs for potential teachers, including pre-collegiate curricular courses and future teacher clubs that emphasize school success and the opportunity to investigate teaching as a career choice as well as collegiate activities which deal with issues such as retention and placement.

**ANALYSIS:**

*Spinning Our Wheels: Minority Teacher Supply in SREB States,* a report by the Southern Regional Education Board (SREB), cited Oklahoma as having the greatest gain in the percentage of minority teachers of the 12 states with comparable data available.

Attachment
The following projects are recommended for funding up to the following amounts.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PROGRAM TITLE</th>
<th>DESCRIPTION</th>
<th>RECOMMENDED FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Collegiate Grants</td>
<td>ACE and LEAP</td>
<td>ACE incorporates the study of teacher competencies with teaching-like experiences. LEAP is designed to help students who have strong academic potential to be successful in high school and college. Approximately 66 schools will use the curricula this year with 116 classes being offered.</td>
<td>$58,000</td>
</tr>
<tr>
<td></td>
<td>FEA</td>
<td>Allows all high school students interested in teaching careers an opportunity to explore the profession and gain an understanding of the educational field. Twenty high schools sponsor FEA chapters.</td>
<td>$6,000</td>
</tr>
<tr>
<td>Collegiate Grants</td>
<td>Cameron University – Cameron Secondary Teacher Education Program (CAMSTEP)</td>
<td>An integrated post-baccalaureate teacher education program designed for individuals who hold a bachelor’s degree with majors and/or subject specializations in certifiable teaching areas.</td>
<td>$15,000</td>
</tr>
<tr>
<td></td>
<td>Langston University – Pre-Service Teacher Student Test Seminar</td>
<td>Designed to increase the pass rates of Pre-Service Teacher Education students who take the licensure assessments.</td>
<td>$10,000</td>
</tr>
<tr>
<td></td>
<td>Northeastern State University – Minority Teacher Development Program</td>
<td>Designed to partner with Tulsa Community College and Tulsa Public Schools to increase the number of high school minority students in teacher education programs.</td>
<td>$10,000</td>
</tr>
<tr>
<td></td>
<td>Oklahoma State University – Heads-Up</td>
<td>Provides middle school students with experiences that will encourage teaching careers, prepare them for college, help them understand their role in society and enhance specific skills that will help prepare them for a global society.</td>
<td>$11,000</td>
</tr>
<tr>
<td></td>
<td>Oklahoma State University – OCITE (Oklahoma Center for Innovation in Teaching Excellence)</td>
<td>Retains novice teachers and attracts National Board Certified Teachers (NBCTs) to urban and hard-to-staff schools in Tulsa through mentoring support and professional development.</td>
<td>$12,000</td>
</tr>
<tr>
<td></td>
<td>Oral Roberts University – “FRIENDS” NETWORK</td>
<td>A program that encourages students to choose teaching as a future career by establishing an ongoing communication and mentoring link between students and ORU professors.</td>
<td>$15,000</td>
</tr>
<tr>
<td></td>
<td>University of Central Oklahoma – Minority Educational Encouragement Project</td>
<td>Allows students to gain a positive understanding of the value of a college degree and how to prepare for the college experience and learn about education</td>
<td>$9,845</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>PROGRAM TITLE</td>
<td>DESCRIPTION</td>
<td>RECOMMENDED FUNDING</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Conferences</td>
<td>Cameron University – <em>Gender and Ethnic Minority Graduate Student</em></td>
<td>A program geared toward effectively recruiting and retaining graduate teacher education students.</td>
<td>$7,850</td>
</tr>
<tr>
<td></td>
<td>Northeastern State University – <em>Celebration of Teaching</em></td>
<td>Encourages students (especially minority students) to consider teaching as a career. This conference is designed to promote collaboration among public school teachers, university professors, teacher education candidates, and visiting students in the interest of education.</td>
<td>$5,000</td>
</tr>
<tr>
<td></td>
<td>Oklahoma State University – <em>Celebration of Teaching</em></td>
<td>A conference in which outstanding Oklahoma educators are honored, the teaching profession is highlighted and academically talented students are encouraged to consider a career in education. (Students also have the opportunity to experience university classes.)</td>
<td>$4,500</td>
</tr>
<tr>
<td></td>
<td>University of Central Oklahoma – <em>Multicultural Institute</em></td>
<td>Brings teachers, administrators and students together to explore critical issues and concerns related to the challenges and rewards of living and teaching in a culturally diverse society.</td>
<td>$3,500</td>
</tr>
<tr>
<td></td>
<td>Oklahoma Associations Supporting International Studies (OASIS)</td>
<td>An initiative of the Oklahoma State Regents for Higher Education, the Oklahoma State Department of Education and the Oklahoma Department of Commerce to promote the integration of global education into Oklahoma K-16 content.</td>
<td>$5,000</td>
</tr>
<tr>
<td>Retention</td>
<td>Teacher Research</td>
<td>In 2006-2007, a research project will be conducted to study and analyze teacher retention in hard-to-staff schools, specifically, Oklahoma City Public Schools.</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$182,915</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #23:

EPAS.

SUBJECT: OK EPAS (Oklahoma Educational Planning and Assessment System) Annual Report of Student Progress on the EXPLORE and PLAN Assessment for Academic Year 2005-2006 and Approval of ACT Agreement for 2006-2007

RECOMMENDATION:

It is recommended that the State Regents approve the 2006-2007 EPAS program as defined in the ACT Agreement.

BACKGROUND:

The State Regents have sponsored the OK EPAS as a student preparation initiative since 1993. EPAS participation has increased so that, in the 2005-2006 academic year, 85,226 students took the EPAS assessments. The EXPLORE assessment was taken by 43,844 8th grade students and 41,492 students took the 10th grade PLAN assessment. EPAS began with four school districts in the 1993 pilot. Now, EPAS includes 505 participating school districts, including 49 private schools.

Each district voluntarily participates in EPAS, over and above the state’s required testing for K-12 education. Fourteen of the state’s K-12 public school districts do not participate in OK EPAS. The EXPLORE, PLAN, and ACT assessments are linearly scaled, and developmentally progressive allowing for longitudinal monitoring of student progress toward college readiness over time.

POLICY ISSUES:

EPAS was originally created as a social justice initiative to strengthen student academic preparation following State Regents’ policy action to raise admissions standards in the 1990’s. State Regents’ EPAS involvement was deepened by Regents’ action to reallocate social justice resources to support an office of student preparation in 2000 as the primary State Regents’ social justice focus for providing access to college through academic preparation. EPAS continues to be a valuable tool for Oklahoma middle and high school students, their parents and educators.

Continuing support of EPAS is consistent with State Regents’ social justice policy and goals, the Brain Gain 2010 Initiative goals, and supports the early intervention component of the federal GEAR UP program. EPAS is the foundation of State Regents’ K-16 student preparation efforts.

ANALYSIS:

Eighth Grade EXPLORE Assessment Results

The following table displays the EXPLORE results over the past five testing years against the national norms. Data presented in bold represent scores that fall below the national norms for eighth graders in the respective content areas.
Oklahoma EPAS

The EXPLORE Assessment

(Scale 1-25)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>14.2</td>
<td>14.1</td>
<td>14.0</td>
<td>13.8</td>
<td>13.9</td>
<td>13.9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>14.2</td>
<td>14.1</td>
<td>14.0</td>
<td>14.0</td>
<td>14.1</td>
<td>14.4</td>
</tr>
<tr>
<td>Reading</td>
<td>14.2</td>
<td>14.1</td>
<td>14.0</td>
<td>13.9</td>
<td>13.9</td>
<td>13.9</td>
</tr>
<tr>
<td>Science Reasoning</td>
<td>16.0</td>
<td>15.9</td>
<td>15.9</td>
<td>15.8</td>
<td>15.9</td>
<td>15.9</td>
</tr>
<tr>
<td>Composite</td>
<td>14.8</td>
<td>14.7</td>
<td>14.6</td>
<td>14.5</td>
<td>14.6</td>
<td>14.7</td>
</tr>
</tbody>
</table>

Oklahoma scores above the national norming group for all content areas except mathematics. This low performance in mathematics brings the composite score below the national norm as well.

**EXPLORE and Achievement Gaps**

This table analyzes the scores of ethnic groups compared to the national norms. Data in bold indicate scores that fall below the national norms.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>11.8</td>
<td>13.1</td>
<td>14.9</td>
<td>12.0</td>
<td>15.2</td>
<td>13.9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11.8</td>
<td>13.5</td>
<td>14.9</td>
<td>12.5</td>
<td>16.1</td>
<td>14.4</td>
</tr>
<tr>
<td>Reading</td>
<td>12.1</td>
<td>13.3</td>
<td>14.8</td>
<td>12.4</td>
<td>14.9</td>
<td>13.9</td>
</tr>
<tr>
<td>Science Reasoning</td>
<td>14.5</td>
<td>15.4</td>
<td>16.5</td>
<td>14.7</td>
<td>17.1</td>
<td>15.9</td>
</tr>
<tr>
<td>Composite</td>
<td>12.7</td>
<td>13.9</td>
<td>15.4</td>
<td>13.1</td>
<td>16.0</td>
<td>14.7</td>
</tr>
</tbody>
</table>

Oklahoma has much work relative to equity of preparation for all subgroups. Except in mathematics, Oklahoma students outscored the national norms for 8th graders on the EXPLORE assessment, however the disaggregated data by race show significant achievement gaps for African Americans, Native Americans, and Hispanics. When the EXPLORE data are disaggregated by gender, female students outscore their male counterparts in all content areas.

**Other EXPLORE Data**

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

- Sixty-four percent indicate a plan to attend a two-year or four-year college after high school.
• Forty-eight percent of students spend less than three hours on homework per week with another thirty-one percent spending between four and six hours on their homework each week.
• Only 40 percent of responding eighth graders indicated that they felt their courses were challenging.
• Only thirty-three percent agreed or strongly agreed with the statement that a teacher or counselor helps them plan courses for school.
• Forty-eight percent get most of their information about college from parents, friends or family.

Tenth Grade PLAN Assessment Results

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

<table>
<thead>
<tr>
<th>Oklahoma EPAS</th>
<th>The PLAN Assessment (Scale 1-32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>16.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>16.5</td>
</tr>
<tr>
<td>Reading</td>
<td>16.4</td>
</tr>
<tr>
<td>Science Reasoning</td>
<td>17.6</td>
</tr>
<tr>
<td>Composite</td>
<td>16.9</td>
</tr>
</tbody>
</table>

Interestingly, compared to the 8th graders who continue to fall below the national norm in mathematics, the 10th grade performance on mathematics along with all other testing areas has consistently remained above the national norming group.

PLAN and Achievement Gaps

This table analyzes the scores of ethnic groups compared to the national norms. Data in bold indicate scores that fall below the national.

<table>
<thead>
<tr>
<th>Oklahoma EPAS</th>
<th>The PLAN Assessment (Scale 1-32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td><strong>14.1</strong></td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>14.4</strong></td>
</tr>
<tr>
<td>Reading</td>
<td><strong>14.4</strong></td>
</tr>
<tr>
<td>Science Reasoning</td>
<td><strong>16.4</strong></td>
</tr>
<tr>
<td>Composite</td>
<td><strong>14.9</strong></td>
</tr>
</tbody>
</table>
Oklahoma students outscored the national norms for 10th graders on the PLAN assessment; however as with EXPLORE, the disaggregated data by race indicate achievement gaps for African American, Native American, and Hispanic students. When the PLAN data are disaggregated by gender, female students outscore their male counterparts in all content areas except for mathematics. Males and females as a group score the same in mathematics at the 10th grade level.

The Student Perspective

Among Oklahoma students who took the PLAN test in the 10th grade in 2005-2006:

- Forty-three percent agreed or strongly agreed that their classes are challenging.
- Thirty-six percent agreed or strongly agreed that counselors or teachers help them plan their courses for graduation.
- Sixty-seven percent indicate a plan to attend a two-year or four-year college after high school.
- Forty-one percent of students spend less than three hours on homework per week with another twenty-seven percent spending between four and six hours on their homework each week.
- Thirty percent get most of their information about college from parents, friends or family.

The 2006-2007 EPAS Agreement

More than a decade after full implementation, EPAS remains a significant student preparation and social justice program operated by the State Regents. EPAS also remains the only assessment system in Oklahoma that measures middle and high school student progress along a continuum of skills that are valid and reliable predictors of success in their first year of college.

A copy of the agreement with ACT, Inc. is attached.

Attachment
AGENDA ITEM #24-a:

Temporary Assistance to Needy Families (TANF).

SUBJECT: Approval of contract with the Department of Human Services to fund a job readiness TANF program

RECOMMENDATION:

It is recommended that the State Regents approve the attached contract between the Department of Human Services and the Oklahoma State Regents for Higher Education in the amount of $137,962 to continue the job readiness TANF program located at OSU-OKC.

BACKGROUND:

Since 1997, each of the State System’s thirteen two-year colleges and both Oklahoma State University technical branches have put in place short-term job training programs for recipients of Temporary Assistance to Needy Families (TANF) from funds provided through contracts between the Department of Human Services (DHS) and the State Regents. In addition, five of the State System two-year colleges offer job-training programs in more than one location—Carl Albert State College – Poteau and Sallisaw; Connors State College – Muskogee and Tahlequah; Eastern Oklahoma State College – McAlester and Idabel, Murray State College – Tishomingo, Ardmore and Atoka, Northeastern Oklahoma A&M College – Miami and Grove, and Northern Oklahoma College – Stillwater and Enid.

POLICY ISSUES:

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

ANALYSIS:

There are currently six programs at technology centers and community colleges serving TANF recipients in the Oklahoma City area (referred to as special projects). The current contract requires that the two-year college TANF programs provide vocational training not to exceed 12 months (leading to employment) in accordance with the required work activities outlined in the Personal Responsibility and Work Opportunity Act passed in 1996. However, some TANF recipients have completed training at one or more of the special projects but have not been successful in becoming employed. It is recognized that this group of recipients requires additional assistance in order to become gainfully employed.

In spring 2005, The Department of Human Services proposed and OSU-OKC agreed to implement a supplemental job readiness program in addition to the college’s existing TANF vocational training program. The supplemental program provides job readiness training and provides internships to TANF recipients. The supplemental component emphasizes job readiness (resume writing, interviewing techniques, career exploration, etc.) and workplace skills (time management, workplace attitude,
teamwork, etc.) rather than focusing on specific job related vocational training required by the existing vocational training TANF programs.

Funding for this supplemental TANF program is from a different source of money than the vocational training TANF contract and therefore requires a separate contract. Therefore it is recommended that the attached job readiness program contract, effective July 1, 2006 thru June 30, 2007 with an option to renew for three additional years, in the sum of $137,962 be approved.
AGREEMENT
BETWEEN THE
OKLAHOMA DEPARTMENT OF HUMAN SERVICES
AND THE
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

PURPOSE:
This contract is established between the Oklahoma State Regents for Higher Education (hereinafter “OSRHE”) and the Oklahoma Department of Human Services (hereinafter “OKDHS”), the IV-A Agency responsible for administering the Temporary Assistance to Needy Families (TANF) Program under the Title IV-A of the Social Security Act. The purpose of this Contract is to set forth a process designed to provide employment readiness program(s) at local community colleges to recipients of TANF in Oklahoma County. This contract is to serve TANF recipients needing to gain employment readiness skills as described in the attached proposal. This process will utilize block grant funds allocated to OKDHS pursuant to the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PL 104-193).

FINANCIAL COMMITMENT:
OKDHS will set aside an amount not to exceed $137,962.00 (one hundred thirty-seven thousand, nine hundred sixty-two dollars) of its Block Grant funding for Fiscal year 2007. These funds will be available to serve those who are determined by OKDHS to be eligible to participate.

OSRHE assures that federal block grant funds identified for the purpose set forth in this contract will not be used to match other federal funds.

OKDHS and OSRHE will mutually determine the specific job readiness skills, including developing work sites for work-based training, for which the Block Grant funds will be used.

OSRHE will solicit program proposals from community colleges to provide job readiness activities to Oklahoma County TANF participants. The proposal must reflect collaboration by each OKDHS county office served. After a proposal has been reviewed and approved by OKDHS and OSRHE, OSRHE will notify the community college submitting the proposal that the program has been approved. In this notification, OSRHE will also identify the amount of funds awarded to the program.

A program renewal application and budget must be completed each consecutive year from community college(s) with TANF Job Readiness Program(s). The application must reflect collaboration and approval by each local OKDHS office served. After OSRHE and OKDHS have reviewed and approved the application, OSRHE will notify the community college of the approval. In this notification, OSRHE will also identify the amount of funds awarded.

ASSURANCES:
OKDHS and OSRHE will comply with Titles VI, VII, and IX of the Civil Rights Act of 1964, Executive Order 11246, as amended, the Federal Regulations set forth in Title 45, Code of

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

**OKDHS RESPONSIBILITIES:**

1. Inform and train OKDHS staff within the local counties of the job readiness program.
2. Make referrals to the Job Readiness Program with the Interagency Referral and Information Form, Form TW3.
3. Provide and/or refer the recipient to the needed social and supportive services as funds are available and participant's needs require. These services may include participant allowances, day care, family planning, and counseling.

**OSRHE RESPONSIBILITIES:**

1. Establish an open-entry, open exit program that will provide participants 40 hours per week of employment readiness training.
2. Establish a procedure for referring participants who have refused or failed to cooperate back to OKDHS for case closure.
3. Approval of any subcontract shall not relieve OSRHE of any responsibility for performance under this contract.
4. All block grant funding for this contract must be used for direct program use. No block grant funding may be used for out-of-state travel or consultant fees without prior written approval from OKDHS.

**EFFECTIVE DATE, TERMINATION AND MODIFICATION:**

The terms and conditions of this Contract shall be effective and binding from July 1, 2006 through June 30, 2007 with the option to renew for three (3) additional years and may be terminated by either party upon 30 days written notice.

Written modification to this Contract, which is necessary to maintain compliance with any changes pursuant to Federal, State, or local policies affecting agreements, rulings, relevant regulations, or funding, may be accomplished by either party based on mutual consent.

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

OKDHS has 45 days from presentation of a proper invoice to issue payment to OSRHE.

If OKDHS finds that an overpayment or underpayment has been made to OSRHE, OKDHS may adjust any subsequent payment to correct the account. A written explanation of the adjustment is to be issued to OSRHE with an explanation as to the manner in which a request for reconsideration may be made.

4. OKDHS may withhold a part or all of a final payment until the account is settled, or to assure compliance with all the terms of the contract.

The agreement to be bound by the terms of the Contract will become effective upon the signature of all persons shown below.

_________________________________  _____________________________
Howard Hendrick, Director    Dr. Paul Risser, Chancellor
Oklahoma Department of Human Services Oklahoma State Regents for Higher Education

__________________________________  _____________________________
Date                              Date
AGENDA ITEM #24-b:

Temporary Assistance to Needy Families (TANF).

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

RECOMMENDATION:

It is recommended that the State Regents approve the proposed two-year college TANF program funding amounts set forth herein.

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

At their June 30, 2005 meeting, the State Regents approved the FY06 contract in the amount of $3.2 million dollars, for purposes of continuing the two-year college TANF programs on a statewide basis. The contract contained a renewal clause extending the contract on an annual basis with an option to renew for three consecutive years at the same level of funding. The contract provides funding for each of the two-year colleges as well as Rogers University to operate specially designed programs for recipients of Temporary Assistance to Needy Families (TANF). The programs are designed to provide TANF recipients with short-term education and vocational training opportunities leading to employment upon completion. In accordance with the Personal Responsibility and Work Opportunity Act, the programs must be designed for a program participant to complete within one year.

After a review of the two-year college TANF program continuation applications by DHS and State Regents’ staff, the following proposed amounts are recommended for funding for FY07.
<table>
<thead>
<tr>
<th>College</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Albert</td>
<td>193,832</td>
</tr>
<tr>
<td>Connors*</td>
<td>124,969</td>
</tr>
<tr>
<td>Eastern</td>
<td>198,317</td>
</tr>
<tr>
<td>Murray</td>
<td>296,088</td>
</tr>
<tr>
<td>NEO</td>
<td>178,000</td>
</tr>
<tr>
<td>Northern</td>
<td>342,196</td>
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<tr>
<td>OCCC</td>
<td>263,126</td>
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<tr>
<td>OSU-OKC</td>
<td>178,348</td>
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<tr>
<td>OSU-Okmulgee</td>
<td>187,150</td>
</tr>
<tr>
<td>Redlands</td>
<td>235,224</td>
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<tr>
<td>Rogers</td>
<td>169,733</td>
</tr>
<tr>
<td>Rose</td>
<td>182,750</td>
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<tr>
<td>Seminole</td>
<td>244,495</td>
</tr>
<tr>
<td>TCC</td>
<td>172,563</td>
</tr>
<tr>
<td>Western*</td>
<td>126,454</td>
</tr>
</tbody>
</table>

* joint program with area technology center
AGENDA ITEM #25-a:

Scholars for Excellence in Child Care.

SUBJECT: Contract

RECOMMENDATION:

It is recommended that the State Regents approve (1) the Scholars for Excellence in Child Care program contract in the amount of $1,727,376 dollars and (2) the Scholars for Excellence in Child Care Scholarship contract in the amount of $1,446,173 dollars.

BACKGROUND:

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

Given the success of the Scholars program and DHS’s desire to continue to improve the quality of services available to child care staff, the Director of DHS asked the Chancellor to broaden the State Regents current scholarship offerings, beginning fall 2004) by assuming responsibility for administering and managing the scholarship program (formerly Teacher Education and Compensation Helps-TEACH) in conjunction with the Scholars program.

POLICY ISSUES:

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

ANALYSIS:

Oklahoma has led the nation in developing a program linking its child care licensing standards and quality criteria with state reimbursement payments. Called “Reaching for the Stars”, the program attempts to improve the quality of child care by building teacher competence, to inform parents of the quality of programs, and to create more slots for subsidized child care by raising the reimbursement rate to facilities. DHS rates each child care facilities from a one-star (minimum requirements) up to a three-star (highest standards) according to the number of quality criteria each facility meets. As of February 2005, there were 904 one-star plus facilities (up from 68 in September 2000); there were 2,620 two-star and three-star facilities (up from 359 in September 2000).
Regarding academic progress, approximately 2,500 child care teachers/directors have been successfully recruited and supported through the Scholar’s program since its inception in September 2000. Through spring 2004, 168 child care teachers/directors have obtained a Child Development Associate (CDA), a nationally recognized credential. Another 936 teachers/directors have earned a certificate of mastery, and 193 teachers/directors have obtained an associate degree through the Scholars program initiative.

It is recommended that the State Regents approve the attached contracts to enable State System two-year colleges to continue the Scholars for Excellence in Child Care program, and allow State Regents’ staff to continue to administer the scholarship associated with the said program, in the amounts of $1,727,376 and $1,446,173, respectively. A copy of the contracts setting forth the terms and responsibilities are attached.

Note: Contract attachments are on file in the State Regents’ office.
This agreement is entered into this day of 28th of April, 2006 by the Oklahoma Department of Human Services (hereinafter Department) and the Oklahoma State Regents for Higher Education (hereinafter OSRHE). The OSRHE hereby offer and agree to provide education/training opportunities to assist child care employees in obtaining a Child Development Associate (hereinafter CDA) credential, Certificate of Mastery, Director’s Certificate of Completion, or an associate degree in early childhood education/child development in accordance with the following terms and conditions.

I. Contract Allowable Cost And Payment Schedule

For and in consideration of the performance of this contract by OSRHE, the Department agrees to pay an amount not-to-exceed $1,727,376 (One million Seven Hundred Twenty-seven thousand Three hundred seventy-six thousand dollars) for services agreed upon herein (budget attachment A). Payments will be made in accordance with written authorization by the Department on a quarterly basis. Billing shall be submitted in the format and in accordance with procedures prescribed by the Department. Payment for all services required herein will be made in arrears. OSRHE will be allowed to transfer budget authority from within the initial line items. Changes to budget authority greater than 10% must have prior written approval from the Department. The Department will not make any advance payments.

II. Contract Term

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-06 and ending 6-30-07.

III. OSRHE will agree to provide the following:

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

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

3. Assure compliance with contract requirements;

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

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

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

7. In collaboration with Department, and with input from institutions, continue to refine the duties and expectations for the position of scholar coordinator.
8. Conduct campus site visits or other evaluative measures as agreed upon by the Department an annual basis, or more frequently as needed, for the purposes of monitoring program goals, objectives and fiscal compliance to assure adherence to the approved program.

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

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

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

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

2. If not incorporated into courses taken toward CDA credential, offer CDA preparation workshops to be conducted by scholar coordinators.

3. Provide an 18-credit hour certificate of mastery program consisting of 15 credit hours in early childhood education/child development and 3 hours of English composition for child care staff currently working in licensed child care facilities that articulates toward an associate of arts or science degree in early childhood education/child development in order to facilitate articulation to a four-year institution;

4. Assure the 24-credit hour Director’s Certificate of Completion articulates toward an associate of arts or associate of science degree in early childhood education/child development in order to facilitate articulation to a four-year institution and toward in associate of applied science degree in child center administration.

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

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

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

8. Offer early childhood education/child development courses in a variety of educational delivery modalities including, but not limited to: accelerated coursework (i.e., a 8-week period), non-traditional class times, distance learning or on-site training opportunities;

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

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

11. Provide a program plan and time line that details the scholar coordinator’s responsibilities and activities as outlined below (attachments B1-B-15);

12. Serve a minimum number of active program participants per semester as outlined in the OSRHE SECC 2006-07 guidebook (attachment C);

13. Request approval from OSHRE and DHS for out of state travel for scholar coordinators;

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

14. Ensure two-year colleges employ a scholar coordinator with, at a minimum, a bachelor’s degree in early childhood education or child development. If the scholar coordinator is attending graduate school a copy of the class schedule must be submitted to OSRHE two weeks prior to commencement of classes.

15. Responsibilities of the scholar coordinator include the following:

    a. A minimum of two days per week of the coordinator’s time will be spent at child care centers and homes within the recruitment area for purposes of recruitment, enrollment, observation, and providing technical assistance.

    b. Develop materials for recruiting child care providers in the recruitment area for the CDA credential, Certificate of Mastery, and/or associate of science or arts degree program in early childhood education/child development.

    c. Develop materials for recruiting child care directors in the recruitment area for the CDA credential, Director Certificate of Mastery and/or associate of science or arts degree program in early childhood education or child development and an associate of applied science degree.

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

    f. Develop and assist in the educational plan (pathways) for each program scholar promoting the CDA option for meeting the master teacher requirements.

    g. Provide observation and technical assistance to program scholars at their worksite.

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

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

    h. Follow-up with personal contact (site visit) with program scholars quarterly once scholars have completed the CDA credential.
i. If needed, assist program scholars with skills to balance work and home life to ensure the likelihood of program success.

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

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

l. Further professional development by attending any staff development activities coordinated through the OSRHE’s office and the annual NAEYC Professional Development conference.

m. Scholar coordinators who have received CDA advisor training may be required to assess scholars, not on their caseload, who are pursuing the CDA credential.

n. Scholar coordinators who have received CDA representative training may test scholars who are pursuing the CDA credential. Out of state requests must receive approval by OSRHE.

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

p. Adhere to the requirements contained in the “Scholars for Excellence in Child Care 2006-07 Guidebook” (Attachment C).

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

V. Department agrees to provide the following:

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

2. Review and approve proposed SECC program plans and budgets in consultation with OSRHE’s staff prior to OSRHE’s approval.

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

VI. Department’s Financial Commitment

The Department will provide funding, based on approved institutional budgets, on a quarterly reimbursement basis for a coordinator (salary and benefits) and the associated operating costs. The
Department may also provide a sum equal to ten percent of the administrative fees not to exceed $146,000.00 in performance of the contract guidelines to OSRHE.

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

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

VII. Reporting/Accountability

It will be the responsibility of each institution’s scholar coordinator to maintain reports/documentation in a form agreed upon by the Department and the OSRHE.

1. Institutions will be expected, among other things, to submit reports/documentation to the State Regents staff on a quarterly or semester basis or upon request, if needed. Documentation for quarterly invoicing will be due by the 10th of the month following the end of the quarter.

2. OSRHE staff will submit invoice amounts to the Department no later than 45 days following the end of the quarter.

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

VIII. General Provisions

A. Billing

This is a cost reimbursement contract. Claims for reimbursement of services shall be submitted within (90) calendar days of the provision of services. Supporting encumbrances will be canceled upon a lapse of six months from the actual provision of services, unless specified otherwise in the contract. All claims for reimbursement must be submitted no later than 9-30-06; after this date all funds will be canceled.

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

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

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

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

C. Modification

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

D. Termination

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

E. Sub-Contracting

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

F. Disallowance of Claims

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

G. Supporting Documentation

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

H. Unavailability of Funding

Due to possible future reductions in State and/or Federal appropriations, the Department cannot guarantee the continued availability of funding for this Contract, notwithstanding the consideration stated above. In the event funds to finance this Contract become unavailable, either in full or in part, due to such reductions in appropriations, the Department may terminate the Contract or reduce the consideration upon notice in writing to the OSRHE. Said notice shall be delivered by certified mail, return receipt requested or in person with proof of delivery. The Department shall be the final authority as to the availability of funds. The effective date of such Contract termination or reduction

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in consideration shall be specified in the notice as the date of service of said notice, or the actual effective date of the federal funding reduction, whichever is later. PROVIDED, that reductions shall not apply to payments made for services satisfactorily completed prior to said effective date. In the event of a reduction in consideration, the OSRHE may cancel this Contract as of the effective date of the proposed reduction upon the provision of advance written notice to the Department.

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

IX. Assurances


____________________________   ____ ________________________
Howard Hendrick, Director    Paul G. Risser, Chancellor
Oklahoma Department of Human Services  Oklahoma State Regents for
Higher Education

Date: ______________________   Date: ________________________
AGENDA ITEM #25-b:

Scholars for Excellence in Child Care.

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

RECOMMENDATION:

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

BACKGROUND:

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

POLICY ISSUES:

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

ANALYSIS:

After a review of the two-year college Scholars for Excellence in Child Care program continuation applications by DHS and State Regents’ staff, the following proposed amounts are recommended for funding for FY07:
<table>
<thead>
<tr>
<th>College</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Albert</td>
<td>164,293</td>
</tr>
<tr>
<td>Connors</td>
<td>72,936</td>
</tr>
<tr>
<td>Eastern</td>
<td>72,539</td>
</tr>
<tr>
<td>Murray</td>
<td>63,874</td>
</tr>
<tr>
<td>NEO</td>
<td>73,815</td>
</tr>
<tr>
<td>Northern</td>
<td>171,942</td>
</tr>
<tr>
<td>OCCC</td>
<td>88,545</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>63,116</td>
</tr>
<tr>
<td>Redlands</td>
<td>93,680</td>
</tr>
<tr>
<td>Rose</td>
<td>83,730</td>
</tr>
<tr>
<td>Seminole</td>
<td>74,754</td>
</tr>
<tr>
<td>TCC</td>
<td>165,927</td>
</tr>
<tr>
<td>Western</td>
<td>75,993</td>
</tr>
</tbody>
</table>
AGENDA ITEM #26:

Chancellor Hans Brisch Scholarship Program Awards.

SUBJECT: FY 2007 Awards.

RECOMMENDATION:

It is recommended that the State Regents approve individuals listed below as Chancellor Hans Brisch Scholarship Program Honorees for the 2006-2007 academic year and ratification of payment of the scholarship award.

BACKGROUND:

The Chancellor’s Scholarship Program was established by the Oklahoma State Regents for Higher Education in 1990 with privately raised funds. Most of the approximate $200,000 fund balance was raised in honor of Chancellor Hans Brisch, either on the occasion of his 50th birthday or on the occasion of his 2003 retirement. Chancellor Brisch died in February of 2006 at which time the Oklahoma State Regents renamed the program the Chancellor Hans Brisch Scholarship Program as a living legacy to his dedication to the students of Oklahoma. Chancellor Paul Risser continues the tradition of the program which honors not only Chancellor Brisch but the office of Chancellor and all individuals who hold that office.

POLICY:

The Chancellor Hans Brisch Scholarship Program policy requires the Scholars to be selected primarily on the basis of (1) outstanding leadership and (2) demonstrated commitment to the enhancement of the community. Community commitment is demonstrated through the student's involvement in the initiation of a high school and/or community program or project that resulted in an improvement of the learning environment of the school or the social betterment of the community. Candidates for the Chancellor's Scholars awards must be entering college freshmen with high academic achievement.

Individuals chosen as Chancellor Hans Brisch Scholars bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor Hans Brisch Scholarship Program judges evaluated 114 nominees for the FY07 award and identified the top four candidates. It is recommended that the State Regents approve the four FY07 Chancellor’s Scholars recipients as follows:

Sarah Savage, Anadarko High School
Nicole Lynn Ticknor, Bennington High School
Stephen Eller, Haskell High School
Tyson Miller, Woodward High School

These awards are being presented to each of these students in ceremonies at their respective high schools. The attached brochure was created for the recognition.

Supplement.
AGENDA ITEM #27:

Policy.

SUBJECT: Approval and posting of revisions to the State Regents Policy and Procedures Manual

RECOMMENDATION:

It is recommended that the State Regents approve revisions to the Policy and Procedures Manual as posted in May and post additional academic policies.

BACKGROUND:

The State Regents Policy and Procedures Manual (Manual) is a comprehensive collection of documents intended to be useful to staff, institutions and constituents. Policies are frequently updated upon approval at regular meetings of the State Regents and agenda follow-up letters are distributed to interested parties notifying them of changes. Beginning in September 2002, most policies were posted on the State Regents website for easier access and to ensure that everyone knew which version was the most current.

In spring 2004, a process to explore additional improvements to the Manual was begun. A committee representing all divisions of the State Regents’ office reviewed all policies and Administrative Procedures Act (APA) rules. The work of the committee had five goals:

1. Update or eliminate policies that are not current;
2. Add policies or procedures that belong in the Manual;
3. Insure that APA rules are included when appropriate and that the policy language and rule language are identical;
4. Improve user-friendliness through reorganization by topic not agency organization, standardize format and numbering, add glossary and index, reduce or eliminate footnotes; and
5. Reduce length and procedures or other time-sensitive information.

The committee met as needed during the two years. The organization and format of similar manuals from other states were reviewed and discussed. A common format was selected. Executive staff reviewed current policies and needs for new policies and worked with advisory committees to revise or create policies.

POLICY ISSUES:

The Oklahoma State Regents for Higher Education have adopted State System policies and procedures regulating the following coordinating responsibilities: administration, academic affairs, budget and fiscal affairs, and student financial aid and scholarships. The authority for enacting, and insuring compliance with, these policies is derived from the Oklahoma Constitution, Article XIII-A, Section 2 and 70 O. S. 1981, Section 3206, especially subsection (3)(m), which confers upon the State Regents all powers necessary or convenient to accomplish their constitutional purposes and objectives.
The Administrative Procedures Act (APA) provides the means for agency promulgation of regulations to carry out legislative statutory policy. It provides agencies with notification requirements, establishes the vehicles for that notice (Oklahoma Register and the Oklahoma Administrative Code), provides means of adjudication and appeal under regulatory rules and outlines the legislative oversight that allows the legislature to monitor agency regulatory functions. Oklahoma State Regents for Higher Education are exempt from Article I of the Oklahoma Administrative Procedures Act with regard to prescribing standards of higher education, to prescribing functions and courses of study in each institution to conform to the standards, to granting of degrees and other forms of academic recognition for completion of the prescribed courses, to allocation of state-appropriated funds, and to fees within the limits prescribed by the Legislature.

ANALYSIS:

Every policy in the State Regents Policy and Procedures Manual has been reviewed by staff and, when needed, by advisory councils. Policies have been revised to incorporate current APA rules and to increase readability and clarity. Some policies have been added or substantively revised as recommended by advisory committees or as needed to reflect current practice. The proposed revised Manual is reorganized into five chapters corresponding to major functions of the State Regents (Governance, Administrative Operations, Academic, Budget and Fiscal, and Student Financial Aid and Scholarships) instead of the current Part I (Basic Documents) and Part II with five chapters (Administration, Academic Affairs, Education Outreach, Fiscal Affairs, and Student Affairs).

Every policy in the proposed Manual follows a standard format and numbering system to allow staff, institutions and the public the ability to more easily find information and locate citations. Terms are defined in a standard format as needed within each policy and in a proposed glossary. Each paragraph is numbered and the policies are cross-referenced with APA numbers where applicable. An electronic template was developed for staff to revise or update policies more easily within a standard format.

The policies that have been revised or added using the review process described were posted for the May 2006 meeting and are presented to the State Regents for approval. Most revisions are to improve the use of the Manual; substantive changes or new policies were identified at the time of posting.

In addition, revisions to three academic policies are recommended for posting as they were considered by the Council of Presidents and the Council on Instruction since the May meeting: (1) Institutional Admission and Retention, (2) Assessment, and (3) Remediation. The policy revisions clarify that both high school curricular deficiencies and academic skills deficiencies must be remediated within a student’s first 24 credit hours. Also, instead of requiring a policy exception, the policy will allow students to take courses beyond the 24 credit hours as long as they are enrolled continuously in remedial courses.

Supplement
AGENDA ITEM #28:

Commendations.

SUBJECT: Staff Recognitions.

RECOMMENDATION:

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

Staff received the following state and national recognitions:

- **Bryce Fair**, Associate Vice Chancellor for Student Financial Affairs, and **Carol Alexander**, OHLAP Scholarship Coordinator, gave a presentation on Oklahoma’s Promise-OHLAP and the concurrent enrollment tuition waiver at Seminole State College. The audience was composed primarily of K-12 counselors, principals and superintendents, and tribal representatives.

- **Dr. Phil Moss**, Vice Chancellor for Academic Affairs, was a panelist on a presentation entitled "Increasing Student Access and Success via College Planning Portals" at the Southwest Regional P-16 Conference in Austin, Texas. He also made a presentation to the Stillwater Lions Club.

- **Dr. Debra Stuart**, Vice Chancellor for Administration, participated in a working group on student preparation, participation, progress and outcomes as part of the SHEEO Access and Excellence Initiative Strengthening Policy-Making Capacity sponsored by the Lumina Foundation for Education. Upon completion of work by two other working groups (workforce connection/economic development/research and community needs and financing/costs/affordability/private and public investment returns), SHEEO will share work among the working groups and produce recommendations.

- **Dr. Debra Stuart** and **Connie Lake**, Assistant Vice Chancellor for Economic Development, participated in the Regional Stewardship in Real Time seminar as part of the Making Place Matter project sponsored by the American Association for State Colleges and Universities to promote regional stewardship and community engagement. Other Oklahoma team members were President Tom McKeon of Tulsa Community College, President John Hays of Southwestern Oklahoma State University, Susan Neal of the Tulsa City Council and Marilyn Feaver, president of the Chickasha Chamber of Commerce.

- **Angela Caddell**, Director of Oklahoma Money Matters (OKMM), hosted a representative of the Licking County Coalition for Housing (LCCH) of Newark, Ohio for a "best practices" program visit on March 1-3, 2006. The LCCH is building an AmeriCorps program with a financial literacy focus and state commission officers from several states recommended that the development team use OKMM's AmeriCorps Education Award Program as a model. During the visit, LCCH staff received extensive information and materials related to the development, administration, and operation of OKMM’s AmeriCorps program and met with supervisors and members at the field sites.

- **Kyle Dahlem**, Teacher Education and Minority Teacher Recruitment Center Director, and **Dr. Debbie Blanke**, Assistant Vice Chancellor for Academic Programs, planned and hosted the Sichuan Provincial Education Department from Sichuan, China in April 2006. The delegation of nine (six university
presidents and administrators, and three education agency representatives) came to Oklahoma seeking collaborative partners for professional development for faculty, leadership training for university administrators, and student exchange opportunities. A faculty professional development workshop is planned for the summer of 2006 and a leadership workshop for technical university presidents is in development for fall 2006.

- **Ms. Yolenda Collier**, Legal Specialist II, assisted in preparation and Chinese translation for the Sichuan Provincial Education Department, a visiting delegation of university presidents and administrators from Sichuan, China. Ms. Collier also presented a formal message to the delegation (in Chinese) about her positive experiences as a student and now, professional in Oklahoma.

- **Greg Sawyer**, Associate Vice Chancellor for Budget and Finance, made presentations to the Claremore Reveille Rotary Club and the Geary-Hinton Rotary Club. *Higher Education is Vital to our Prosperity* was the topic of the presentations.

- **Dwayne Webb**, Application Support Technician and Conference Technology Coordinator, provided emergency assistance to one of the Regents’ Endowment Fund investment managers, State Street Global Advisors. The firm had arranged for a client briefing in Bricktown, and the presenters were dismayed when the local technical assistance they had engaged failed to arrive. With no advance notice, Dwayne provided the necessary equipment and his technical expertise to enable the presentation to proceed as planned. Representatives from the state’s pension funds and others were present and remarked on the professionalism and responsiveness of State Regents’ staff.

- The following staff members were recognized with awards at the employee celebration entitled *Above and Beyond*: **Terri Grisson**, Senior Coordinator for Administration and Sustainability – Outreach Award; **Chris Evans**, Systems Support Engineer – Regents’ Service Award; **Chris Fly**, Assistant Director of Regents’ Network Support Services – Leadership Award; **Chris Grillo**, Data Analyst – Efficiency Award; **Carol Alexander**, OHLAP Scholarship Coordinator – Teamwork Award; **Lourdes Torres**, Project Coordinator – Ambassador Award; **Latreece Langston**, Early Assistance Specialist II – OGSLP Support Staff Award of Excellence; **Regina Switzer**, Associate General Counsel and Associate Director – Chancellor’s Award of Excellence.

- Oklahoma GEAR UP received four awards from the Oklahoma School Public Relations Association's Annual Conference for the following publications: Award of Merit - One-Time Publication 3-4 Color - GEAR UP Counselor Postcard (Brilliant Fall Scholars); Award of Merit - Brochure/Pamphlet 3-4 Color - GEAR UP Guide for Parents of 9th - 10th Grade Students; Award of Merit - Brochure/Pamphlet 3-4 Color - GEAR UP Guide for Parents of 11th - 12th Grade Students; Award of Merit - Brochure/Pamphlet 3-4 Color - Una guía de preparación para la universidad para los estudiantes hispanos de Oklahoma y sus familias grados 8 a 12. Involved in the process were **Donna Spain-Bryant, Amy Bruce, Lourdes Torres, Rebecca Stokes, and Armando Peña**.

- **Ami Layman** Accounts Receivable Supervisor, and **Shane Tytenicz**, Executive Assistant, directed activities for April’s *Take Your Daughters and Sons to Work Day* for approximately 50 young people who had the opportunity to spend the day with parents and friends.

- **Donna Combs**, Assistant Vice Chancellor for Board Relations, gave a presentation to the Okemah Chamber of Commerce.

- **Chancellor Paul Risser** was a guest speaker for the dedication of the Kinzer Performing Arts Center, OSU-OKC Commencement, Tallgrass Prairie Retreat, Research Day at the Capitol, installation
ceremony for President Paul Sechrist, Jump$tar t Your Money Week kickoff luncheon, TRiO –
Opportunity in Education Conference, the Higher Education Conference on Enrollment Management,
the Altus, Seminole and Miami Rotary; gave opening remarks at the system wide meeting on
Technology Course Equivalency Faculty Committees at Moore/Norman Technology Center, Deans of
Education meeting, the DaVinci Banquet, President Cole’s retirement dinner and the Statewide Grant
Administrators meeting; gave a presentation to (OACUBO) Oklahoma Association of College and
University Business Officers at the Cox Convention Center; made introductions at the Oklahoma
Biotechnology Conference at Tulsa Community College; participated in the East Central University
Chamber meeting, the General Conference Committee on Appropriations (GCCA) Breakfast with
HEACO, and an interview with Carrie Copernall, Outlook Reporter for the Oklahoman; and
volunteered for OETA’s Festival 2006.

It is recommended that the State Regents accept this report and commend staff for state and national efforts
noted above.
AGENDA ITEM #29:

Executive Session.

*Not Available Electronically.*
AGENDA ITEM #30-a:

Personnel.

Not Available Electronically.
AGENDA ITEM #30-b:

Personnel.

RECOMMENDATION:

It is recommended that the State Regents ratify the hiring of Associate Vice Chancellor for Budget and Finance

BACKGROUND/POLICY ISSUES:

State Regents’ policy (II-1-25.1) requires Regents’ ratification of decisions relating to director-and-above level personnel and expansion of Regents’ personnel.

STAFF ANALYSIS:

DIRECTOR-AND-ABOVE HIRES. State Regents’ ratification of the following hiring action is recommended:

It is recommended that the State Regents ratify the appointment of Phillip L. Motley to Associate Vice Chancellor for Budget and Finance effective August 1, 2006. This position provides a high-level of support for the Vice Chancellor for Budget and Finance and provides leadership for purchasing, contracting and financial management of OneNet.

A copy of his resume and the job description are attached.

Attachments
PROFESSIONAL OBJECTIVE

Assist with improvements in a progressive management environment.

PROFESSIONAL BACKGROUND / ACHIEVEMENTS

CFO / Division Administrator  OK Dept. of Human Services  4/1995 to Present

Lead 115 professional / technical staff monitoring a $1.4 billion budget and supporting 8,000 employees. Payroll, AP, Cost Allocation, AR, Budget and Research Units. Implemented transition from Legacy finance systems to Web based environment. Implemented first web based expense reimbursement system in Oklahoma state government. Implemented first in the nation card swipe day care system for state government.

Deputy Chief Financial Officer  OK Dept. of Human Services  6/1990 to 4/1995

Managed daily operations of a comprehensive financial services division supporting the largest Oklahoma government “umbrella” agency. Managed the transition from cash basis to modified accrual basis of data capture and reporting for a $2.3 billion agency. Coordinated and managed separation of four large state agencies.

Budget Officer  OK Dept. of Human Services  12/1987 to 6/1990

Managed compilation of Budget Work Program and Annual Budget Request for the largest state agency. Presented various financial data before Executive and Legislative committees. Led the monthly production of financial reports for presentation before the agency governing board.

Senior Fiscal Analyst  OK Office of State Finance  10/1979 to 12/1987

Analyzed various state agency budgets for assessment of need and cash flow projections. Participated in annual Executive Budget production under 3 governors.

EDUCATIONAL BACKGROUND

- Central State University Edmond, OK.  BS in Mathematics and Computer Science with Business Emphasis.
- Rose State College Midwest City, OK.  30 hours Mathematics and Science
- Over 90 hours of Continuing Education Credits
- Chaired and Served on various state Task Force and Commissions

REFERENCES WILL BE FURNISHED UPON REQUEST
THE OKLAHOMA STATE REGENTS FOR
HIGHER EDUCATION

JOB DESCRIPTION

Associate Vice Chancellor for Budget and Finance

Exempt

Position# 100087

ESSENTIAL FUNCTION

The Associate Vice Chancellor for Budget and Finance will provide a high-level of support for the Vice Chancellor for Budget and Finance and will provide leadership both for purchasing and contracting and for the financial management of OneNet.

RESPONSIBILITIES AND DUTIES

- Serve as Purchasing Director and provide professional-level work in the preparation, evaluation, and administration of solicitations, and all essential functions of the procurement process
- Serves as contracting officer for highly technical and administratively complex statewide contracts issued for OneNet and OneNet customers
- Establish and maintain contract negotiation process consistent with State Regents’ policies and rules
- Responsible for the development of polices and procedures that pertain to procurement and contract negotiations
- Interpret laws and policies to agency personnel and vendors, and assure procedures are in compliance with the Oklahoma State Statutes, Administrative Procedures Act, and generally accepted public purchasing procedures
- Train agency personnel on correct purchasing practices
- Serve as primary Certified Procurement Officer and liaison to Oklahoma Department of Central Purchasing
- Responsible for fiscal oversight for the OneNet division including budgeting and revenue projections
- Responsible for budget analysis on selected State System issues
- Other similar duties as assigned

QUALIFICATIONS

Bachelor’s degree required with at least five (5) years work-related experience including public procurement and contract negotiations. A minimum of three (3) years in management and supervision of employees is required. The candidate must have thorough knowledge and understanding of budget and fiscal issues. Knowledge of governmental purchasing practices and policies and of laws and regulations governing public procurement is necessary.

Written and oral communication and basic computer skills are necessary. Experience with state government and higher education budgeting processes and finance functions is preferred. Must be able to demonstrate leadership with an ability to work effectively with internal and external constituencies.

SUPERVISION

The employee performs work under the supervision of the Vice Chancellor for Budget and Finance.

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AGENDA ITEM #31-a (1):

Programs.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Oklahoma (OU)
48 degree program requirements changes
7 degree program course requirement changes
3 degree program name changes
1 degree designation change
2 option additions
1 option name change

Oklahoma State University (OSU)
2 degree program requirements changes
10 option additions
1 option name change
1 option deletion

Northeastern State University (NSU)
21 degree program requirement changes
2 degree name changes

Northwestern Oklahoma State University (NWOSU)
2 option additions

University of Science and Arts of Oklahoma (USAO)
1 degree program requirement change
1 degree designation change

Eastern Oklahoma State College (Rose)
1 degree program requirement change
1 degree name change
4 option additions

Rose State College
9 degree program requirement changes
1 option addition

Seminole State College
1 degree program requirement change
1 option addition

Tulsa Community College
1 degree program requirement change
5 option additions
4 option deletions
1 option name change
1 degree designation change

Redlands Community College (RCC)
1 degree program requirement change

POLICY ISSUES:

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

ANALYSIS:

OU – Bachelor of Arts in Economics (047)
Degree program requirement change:
• Require a grade of “C” or better in the major support requirements to align them with the major requirements;
• Total number of credit hours for the degree will not change;
• No new courses will be added or deleted; and
• No new funds required.

OU – Bachelor of Arts in History (117)
Degree program course requirement changes:
• Amend “major electives” to “additional history requirements” and add HIST 3575, Colloquium to eliminate confusion of choices for students and to provide content-oriented courses focused on research and writing history;
• Changes will improve the majors’ writing abilities and prepare them for the capstone seminar;
• Total number of credit hours for the degree will not change;
• No courses will be added or deleted; and
• No new funds required.

OU – Bachelor of Arts in Sociology (212)
Degree program course requirement changes:
• Restructure curriculum in the criminology option to increase sociology core credit hours from nine to 15 (adding required courses of SOC 3523 Sociology of Crime and Delinquency and SOC 4843 Capstone in Criminology) and revise and decrease elective courses from six to three credit hours;
• Amend “substantive area courses” to “criminology substantive courses” and revise and decrease credit hours from 18 to 15;
• Changes will solve logistical problems for students and faculty and better define the criminology option;
• Total number of credit hours for the degree will not change;
• No courses will be added or deleted; and
• No new funds required.
OU – Bachelor of Arts in Film & Video Studies (316)
Degree program and course requirement changes:
- Restructure curriculum, adding FVS 2033 Writing About Film as a required course, and require a minimum of 3.0 GPA and amend “any FVS course not used to satisfy Core Requirements” to read “Additionally, any FVS course not used to satisfy Core Requirements may be used as a Guided Elective;”
- Changes will motivate students to devote serious scholarship to their major coursework and clarify the requirements for students;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

OU – Bachelor of Arts in Native American Studies (321)
Degree program course requirement change:
- Add NAS 4833 American Indian Health Issues & Concerns to the major support requirements to complement the study of contemporary Native American issues;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

OU – Bachelor of Fine Arts in Drama in Drama (330)
Degree program course requirement changes:
- Amend “Theatre and Stage Management Emphasis” to “Stage Management Emphasis” to reflect expertise of current faculty and meet current job market demand;
- Restructure course requirements which decreases Drama Core from 40 to 37 and increase Drama Emphasis Areas from 36 to 49;
- Changes will require students in Acting and Dramaturgy to complete DRAM 2513 Scene Study for the Actor, but allow students in other concentrations an additional three hours of advised electives more specialized in their study area;
- Total number of credit hours for the degree will not change;
- No new courses will be added or deleted; and
- No new funds required.

OU – Bachelor of Science in Geology (094)
OU – Bachelor of Science in Geophysics in Geophysics (097)
Degree program requirement changes:
- Require a grade of “C” or better in all major and major prerequisite courses to better prepare students for future success in Geology and/or Geophysics;
- Change college credit hour requirement from 36 of the last 48 hours in residence to 36 of the last 60 hours in residence which will allow these hours to count toward the credit hour requirement and be consistent with other schools within the CEE;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

OU – Bachelor of Science in Industrial Engineering in Industrial Engineering (129)
Degree program requirement change:
- Remove computer science requirement for admittance to the upper division classes;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.
OU – Bachelor of Science in Computer Science in Computer Science (233)
Degree program and course requirement changes:
- Remove the enrollment management program that requires students to have a 2.8 GPA to enroll in upper division classes to better serve the state by enrolling more students in the degree program;
- Restructure courses and revise course descriptions to align with the catalog, allow students more approved electives and as required by ABET outcomes assessment;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

OU – Bachelor of Science in Health & Sport Sciences in Health & Exercise Science (291)
Degree program and course requirement changes:
- Increase the minimum combined retention GPA and prerequisite course GPA from 2.5 to 2.75 and modify the admission cycle from one time per year to two times per year (fall and spring) and require that all prerequisite courses must be completed at time of application;
- Add ZOO 2234, Introduction to Human Anatomy as an option to ZOO 2255, Human Anatomy to allow students more flexibility to complete admission requirements;
- Changes will communicate to pre-HES student the highly competitive nature of the application process and provide better advice for students to pursue other academic majors if unable to reach competitive retention and pre-requisite GPAs;
- Changes will also allow students to complete the degree in a more timely fashion and eliminate problems associated with contingent admission;
- Total number of credit hours for the degree will not change;
- No courses will be added or deleted; and
- No new funds required.

OU – Bachelor of Science in Biochemistry in Biochemistry (336)
Degree program requirement change:
- Remove MATH 2433 Calculus & Analytic Geometry III as a required course for major support requirements as it is no longer necessary with changes in chemistry course(s) content and changes in MATH 2433 content;
- Total number of credit hours for the degree will change from 45 to 42;
- No courses will be added or deleted; and
- No new funds required.

OU – Bachelor of Arts in Journalism (137)
Bachelor of Arts in Journalism Advertising (134)
Bachelor of Arts in Journalism Broadcasting & Electronic Media (135)
Degree program requirement change:
- Increase college admission requirements from 2.25 combined retention GPA to 2.75 combined retention GPA;
- Increase 2.00 OU retention GPA to 2.75 OU retention GPA;
- Increase admission to the college from 24 credit hours to 30 credit hours, including 27 hours of general education and JMC 1013 Introduction to Mass Communication;
- Changes are intended for the college to limit its undergraduate enrollment to a level consistent with resources;
- Total number of credit hours for the degree will not change;
- No new courses will be added or deleted; and
- No new funds required.
OU – Master of Liberal Studies (232)
Degree program designation change; degree program requirement changes; option addition; option name change:
- change the degree designation to “Master of Arts in Liberal Studies;”
- increase the required credit hours from 32 to 33 credit hours;
- add “integrated studies” and “museum studies-electronic delivery” as new options;
- change the name of the “liberal studies” option to “administrative leadership-electronic delivery;”
- changes are in response to needs of students and employers for clarification of degree content;
- no courses will be added or deleted; and
- no new funds required.

OU – Bachelor of Science in Construction Science (255)
Degree program course requirement changes:
- restructure curriculum with the addition of major elective courses, course title/number changes to more accurately reflect content and sequence and change of major support requirements to meet accreditation standards;
- total number of credit hours for the degree will not change;
- no courses will be added or deleted; and
- no new funds required.

OU – Bachelor of Interior Design in Interior Design (126)
Degree program and course requirement changes:
- replace Environmental Design sequence courses with specifically developed Interior Design courses;
- changes will introduce student to design concepts, professional requirements and current trends in the profession earlier in their course of study and better prepare students for career placement and practice;
- total number of credit hours for the degree will not change;
- no courses will be added or deleted; and
- no new funds required.

OU – Bachelor of Music Education in Music Education (306)
Degree program course requirement change:
- a revision of the field experience course sequence where MUED 3010, 3020, and 3030 will be replaced by MUED 1730, 1740, 3720, 3730, and 3740;
- the total number of field experience hours will not change, but will be distributed over more semesters;
- the new structure will allow for easier enrollment, validation of coursework for certification, and transcript evaluation;
- total number of credit hours for the degree will not change;
- no courses will be added or deleted; and
- no new funds required.
OU – Bachelor of Science in Chemistry (033)
Master of Science in Chemistry (034)
Doctor of Philosophy in Chemistry (035)

Degree program name changes and degree program requirement change:
• change degree program name to Bachelor of Science in Chemistry and Biochemistry, Master of Science in Chemistry and Biochemistry, and Doctor of Philosophy in Chemistry and Biochemistry;
• name changes will more appropriately reflect the content of the degrees and the department housing the programs;
• there are no curricular changes requested for the baccalaureate or master’s degrees;
• coursework revision in the doctoral program to allow 5-6000 level courses rather than just 6000 level courses to apply towards the degree requirements for CHEM 6813, MBIO 5843, and any two additional 3-hour letter graded courses in the division of Biochemistry;
• total number of credit hours for the degrees will not change;
• no new courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Science in Chemistry in Chemistry (272)

Degree program requirement changes:
• delete the MATH 2433 major support course requirement;
• change in chemistry courses’ content and changes in MATH 2433 content make this course unnecessary;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Science in Computer Science (233)
Master of Science in Computer Science (132)

Degree program requirement changes:
• revise program admission criteria to allow more students access to the program;
• revise curriculum to provide more content options to students and meet accreditation standards for outcome assessments;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Science in Industrial Engineering in Industrial Engineering (129)
Master of Science in Industrial Engineering (130)

Degree program requirement changes:
• revise degree sheet requirement for admission to computer science courses in response to the admission criteria changes from that area;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Business Administration in Accounting (003)
Bachelor of Business Administration in International Business (024)
Bachelor of Business Administration in Economics (277)
Bachelor of Business Administration in Finance (081)
Bachelor of Business Administration in Management and Human Resources (168)
Bachelor of Business Administration in Management Information Systems (262)
Bachelor of Business Administration in Marketing/Supply Chain Management (152)
Degree program requirement changes:
• reduce the number of upper division business electives and social sciences courses;
• revise curriculum to better serve students in these degree paths;
• changes are a result of advisement from an accreditation team that reviewed the program;
• total number of credit hours for the degree will change from 128 credit hours to 122 credit hours;
• no courses will be added or deleted; and
• no new funds required.

OU – Master of Fine Arts in Dance (043)
Degree program requirement changes:
• add six credit hours of graduate technique and six credit hours of dance electives to degree requirements;
• change will ensure graduates achieve appropriate levels of professional performance prior to completion of the program;
• total number of credit hours for the degree will change from 54 credit hours to 58 credit hours;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in French (084)
Degree program requirement changes:
• allow “a course from European History approved by the advisor” under Major Support Requirements and add the statement “1000-level courses may not be counted for major credit” and modify the major requirements to include either FR 2133 or FR 2263;
• changes will accommodate a wider range of courses to count for major credit and clarify requirements for students;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in African and African-American Studies (322)
Degree program requirement changes:
• restructure special topics courses into permanent courses, restructure course group headings and courses within categories;
• changes will expand interdisciplinary course choices and provide more clarity to students regarding course groupings and general education courses;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in Chinese (358)
Degree program requirement changes:
• add the sentence “1000-Level Chinese courses may not be counted for major credit at the University of Oklahoma” to the degree requirement sheet;
• change will clarify major requirements for students;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in Classics (234)
Degree program requirement changes:
• reduce upper-division hours from 30 to 27, eliminating Hebrew as an option intermediate course;
• allow Latin option majors to take the CSC 4503 Classical Culture Capstone course or the LAT 4503 Latin Capstone Course;
• changes will allow students to begin major coursework earlier in their program, eliminate Hebrew since it is no longer considered an ancient language, and either capstone course will be appropriate for Latin option majors;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in Ethics and Religion (078)
Degree program requirement changes:
• restructure curriculum based on faculty review for improvement of the program;
• changes will clarify requirements for students and allow students to complete the program in a more timely manner;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in German (099)
Degree program requirement changes:
• add the sentence “1000-Level German courses may not be counted for major credit at the University of Oklahoma” to the degree requirement sheet;
• delete the statement “MLLL 2823 does not satisfy the third semester Arts & Sciences language requirement” from the degree requirement sheet;
• change will clarify major requirements for students;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in International and Area Studies in International and Area Studies (018)
Degree program requirement changes:
• restructure curriculum for option areas in “Asian Studies,” “International Studies,” “European Studies,” “Russian and East European Studies,” and “Latin American Studies;”
• changes will clarify major requirements for students, allow more optional courses, and allow internship opportunities for students in the program options;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Master of Science in Knowledge Management (347)
Degree program requirement changes:
• delete the internship requirement which will reduce required courses from five to four courses and increase elective courses by one;
• change will better serve working adult students unable to complete the internship requirement;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in Letters (150)
Bachelor of Letters in Letters (324)
Degree program requirement changes:
• allow students to complete MLLL Modern Language and Literature courses to fulfill Literature requirements;
• change will clarify major requirements and permit students to take literature courses in modern languages other than English, expanding the scope of literature for these students;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Master of Library and Information Studies in Library and Information Studies (151)
Degree program requirement changes:
• revise curriculum to add one general elective course and four guided electives to categories specified;
• change will clarify requirements for students and add more options for specialization;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in Linguistics (235)
Degree program requirement changes:
• add LING 4023 Second Language Acquisition Theory to the list of guided electives;
• change will add breadth to the degree and provide more specialization opportunities for students;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Doctor of Philosophy in Mathematics (155)
Degree program requirement changes:
• change required mathematics curriculum and pedagogy credit hours from 15 to 9 credit hours on the degree requirement sheet;
• change will correct an oversight error in the degree sheet from an earlier modification;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in Russian (200)
Degree program requirement changes:
• add the sentence “The following courses may not be counted for major credit at the University of Oklahoma: 1000-Level courses and RUSS 2003” to the degree requirement sheet;
• change will clarify major requirements for students;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Bachelor of Arts in Spanish (215)
Degree program requirement changes:
• add the sentence “The following courses may not be counted for major credit at the University of Oklahoma: 1000-Level courses, SPAN 3623, 3723, 3733, and 3743” and “A course in the history of Spanish American or Spain” to the degree requirement sheet;
• change will clarify major requirements for students and allow a wider variety of courses;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OU – Master of Science in Meteorology (166)
Master of Professional Meteorology in Professional Meteorology (333)
Doctor of Philosophy in Meteorology (167)
Degree program requirement changes:
• revise curriculum to update requirements, clarify requirements for students, and be more specific on thesis and non-thesis options, as well as examinations and dissertation requirements;
• changes will improve the program and better prepare students;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OSU – Bachelor of Arts in Journalism and Broadcasting (179)
Bachelor of Science in Journalism and Broadcasting (137)
Option addition and degree program requirement change:
• add “Sports Media” option;
• add a professional portfolio requirement to the degree programs;
• new option is in response to the growing field of sports media and expand opportunities for students in this area;
• addition of the portfolio is in response to accreditation standards for assessment and demonstration of student learning outcomes;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OSU – Bachelor of Arts in English (085)
Option addition and option name change:
• add an “American Sign Language Studies” option;
• change “Film” option name to “Screen Studies;”
• the new option is in response to the new degree requirements for interpreters in Oklahoma and accommodating other students interested in linguistic studies;
• the option name change will accommodate a broader focus in the program and keep current with societal changes, as screen-based media can include film, television, web delivery, podcasting, and other new media;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• OSU will add two new tenure-track faculty lines and secure library resources of $15,000 for the new option through internal reallocation of resources; no new funds requested.

OSU – Bachelor of Science in Business Administration in Management Information Systems (452)
Option additions:
• Add the “Information Assurance” and “Management Science and Computer Systems” options;
• Information Assurance option addition is in response to OSU’s designation as a National Center of Academic Excellence in Information Assurance Education by the Department of Homeland Security and the National Security Agency and the content will match requirements of multiple certificates from the Committee on National Security Systems;
• the option in Management Science and Computer Systems will replace the current program in the same content area (see request in the Deletion agenda item);
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OSU – Bachelor of Science in Human Environmental Sciences in Nutritional Sciences (097)
Option additions and option deletion:
• add options in “Allied Health,” “Community Nutrition,” “Dietetics and Exercise,” and “Nutrition and Exercise;”
• delete the “Foods and Nutrition” option;
• new options will provide more clear information to students on degree requirements and career paths for each option;
• new options make the Food and Nutrition option unnecessary and students in this option will be advised into the new options;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

OSU – Bachelor of Science in Human Environmental Sciences in Human Development and Family Science (094)
Option addition:
• add option in “Gerontology;”
• request reflect increased interest in undergraduate gerontology study as a result of two new gerontology faculty;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Arts in Art (005)
Bachelor of Arts in Education in Art (006)
Degree program and course requirement changes:
• increase the minimum grade requirement to a “C” or better in art courses to be used for major or minor credit with grades of below “C” in NSU or transfer courses will not apply to major or minor credit;
• the change will ensure that art majors have met reasonable academic standards for completion of an NSU degree program;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Business Administration in Business Administration (012)
Degree program requirement change:
• revise admission to the degree program, requiring students to have completed the computer proficiency requirement and agreed to the College of Business & Technology’s Code of Conduct by signing and returning the form to the college;
• the revision will ensure students have completed the computer proficiency (a State Regents’ standard for all baccalaureate programs) before admission to the degree program, which will provide students with the appropriate background to be successful in the core program courses;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Certificate in School Counseling (017)
Master of Education in School Counseling (018)
Master of Science in Counseling Psychology (019)
Degree program requirement changes:
• delete PSYC 5623 Advanced Psychology of Childhood as a program requirement and replace it with PSYC 5653 Advanced Lifespan Psychology and Adjustment;
• the revision will better prepare students for the Counselor Preparation Comprehensive Exam;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Science in Criminal Justice (020)
Degree program requirement change:
• revise the elective course offerings list for the “Homeland Security” option;
• revisions reflect changes in the curriculum and course titles as updated by the faculty;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Arts in Education in English (029)
Degree program requirement change:
• delete English 3033 Types of Literature as a degree requirement for English and English Education majors;
• add English 3043 Young Adult Literature as a degree requirement;
• revisions reflect changes required to meet accreditation standards for the National Council for Accreditation of Teacher Education (NCATE);
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Arts in Geography (036)
Degree program requirement change:
• revise the elective course offerings list by adding two additional course choices;
• revisions reflect the need for majors to have greater variety of courses to prepare for selected career paths;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Arts in Native American Studies (047)
Degree name change and degree program requirement change:
• change the program name to Bachelor of Arts in American Indian Studies;
• restructure core curriculum and electives for the degree program requirements;
• revisions reflect assessment of the program through the program review self-study report and suggestions from an outside consultant to improve the program quality;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.
NSU – Bachelor of Arts in Mass Communications (050)
Degree program requirement change:
• delete MIS 3053 Web Site Design/Management as a required course for majors;
• add MC 4263 Web Design I for Mass Communications as a required course for majors;
• the added required course better meets the needs of majors, with a focus on the creative aspect of web design needed for mass communication students;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Business Administration in Management (054)
Degree program requirement change:
• delete MGMT 4243 New Venture Creation as a requirement and increase Management electives so students may take the course if desired for career goals;
• revisions reflect changes faculty made to eliminate a hidden prerequisite that had been added for MGMT 4243 with earlier curricular changes in another degree path;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Arts in Music (060)
Degree program requirement change:
• revise the elective course lists and restrictions for the options in “Applied Music,” “Jazz Studies,” “Music Business,” and “Music Theatre” options;
• add two credit hours in small ensemble participation in the required area of the “Performance” option, and reduce the same two credit hours requirement from applied or ensemble participation;
• revisions reflect suggested changes from an accreditation team from the National Association of Schools of Music to improve quality of the program;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Arts in Psychology (072)
Degree program requirement change:
• combine two psychology courses in adult development and aging into one course, and retitle as PSYC 4363 Adult Development and Aging;
• combine two psychology courses in childhood and the young child into one course, and retitle as PSYC 4133 Psychology of Infancy and Childhood;
• revisions reflect changes in the curriculum and course titles as updated by the faculty after review of overlapping content in various courses;
• faculty felt the students would be better served and it would be more efficient for the department to provide more comprehensive courses;
• students will be able to choose other elective courses to complete the credit hour requirements for the degree program;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Master of Science in Criminal Justice (085)
Degree program requirement change:
• revise program admission requirements to include a MAT or GRE examination completed prior
to the close of the first semester of enrollment, references from professional or academic
sources, and relevant background as a prerequisite for the program;
• revision of the curriculum to include computer forensics and cyber crime, homeland security
and juvenile justice courses in the elective course offerings list;
• revisions will limit the prerequisites required of students from other disciplines and offer more
elective options for varied career paths;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Science in Speech & Language Pathology (087)
Degree program requirement change:
• add MATH 3513 Statistical Methods as a required course, reducing the number of elective
courses;
• add an independent study course offering for up to three credit hours;
• revise program admission requirements to include a grade of “B” or better in SLP 3313, SLP
3363, SLP 3813, and SLP 3223 and a cumulative GPA of 3.0 or better;
• revise policy that students may only repeat any SLP course one time;
• changes will improve the quality of the program and provide safeguards for students admitted
into the program to be better prepared for the national examination and employment in the field;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Master of Science in Speech-Language Pathology (137)
Degree program requirement change:
• add SLP 5803 Research and Evidence Based Practice to degree requirements;
• revisions will allow students to focus on research design specific to the field and will replace the
current educational research course requirement;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Social Work in Social Work (102)
Degree program requirement change:
• delete MATH 1513 College Algebra as a required course for the degree program;
• SOC 3323 Social Statistics is a required course for the program and College Algebra is a
prerequisite for this course, so the requirement was redundant;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Master of Arts in American Studies (112)
Degree program requirement change:
• require students to write a thesis or complete a public internship in American Studies;
• reduce the prerequisite undergraduate hours focused primarily on some aspect of the United
States from 21 to 18 credit hours and modify subject materials to foundational content of the
American experience;
• revisions reflect the assessment of the faculty to broaden the program for students pursuing non-academic careers and encourage more enrollment by students with a broader background, while not lowering quality standards for the program;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Technology in Technology (133)
Degree program requirement change:
• revise the technology core and emphasis areas to allow seamless transfer of associate in applied science (AAS) degree holders;
• revisions reflect an effort to provide more opportunities for AAS degree holders to progress into a baccalaureate program and meet various employer needs;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Business Administration in Management Information Systems (123)
Degree program name change and degree program requirement change:
• change the program name to Bachelor of Business Administration in Information Systems;
• the new name is more reflective of the content of the program, more understandable by students, and more consistent with similar programs;
• revise the prefix of all MIS courses with “IS” as the new prefix;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NSU – Bachelor of Technology in Technology (133)
Degree program requirement change:
• revise the technology core and emphasis areas to allow seamless transfer of associate in applied science (AAS) degree holders;
• revisions reflect an effort to provide more opportunities for AAS degree holders to progress into a baccalaureate program and meet various employer needs;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

NWOSU – Master of Education in Elementary Education (014)
Master of Education in Secondary Education (033)
Option addition:
• add the “Curriculum and Instruction” option to both degree programs;
• revisions will enable public school teachers the appropriate curriculum to pursue National Board Certification requirements while also pursuing a graduate degree;
• the program will be available via ITV to NWOSU’s three campuses (Alva, Woodward, and Enid), as well as at the University Learning Center in Ponca City;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

USAO – Bachelor of Science in Economics (007)
Degree designation change and degree program requirement change:
• change degree designation to Bachelor of Arts in Economics;
• restructure the curriculum to focus more on economics and social sciences rather than the business core found in the Bachelor of Science curriculum;
• revisions reflect a need to build a program with more preparation for graduate study and an academic career;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

EOSC – Associate in Science in Forestry (019)
Degree name change, option additions, and degree program requirement change:

- change name to Associate in Science in Forestry and Natural Resources Management;
- add options in “Forestry,” “Environmental Science/Natural Resources,” “Ecosystem/Range Management,” and “Wildlife Ecology;”
- requested degree name change will more clearly describe the content of the program;
- new options will better prepare students for a seamless transfer to university programs in similar areas;
- restructure curriculum to provide courses of study in each option area within the degree requirements;
- total number of credit hours for the degree will change from 64 to 66 credit hours;
- no courses will be added or deleted; and
- no new funds required.

Rose – Associate in Science in Wellness (107)

Degree program requirement change:

- revise curriculum for the Athletic Training option to require Medical Terminology, General Biology, and a practicum for majors;
- revisions will better prepare students for practice or transfer to a baccalaureate program;
- revise curriculum for the Wellness option with more specific courses rather than general courses;
- revisions will improve the curriculum and better prepare students for transfer to a baccalaureate program;
- total number of credit hours for the degree will not change;
- no courses will be added or deleted; and
- no new funds required.

Rose – Associate in Applied Science in Computer Information Technology (010)

Degree program requirement change:

- revise curriculum in seven courses, replacing 12 credit hours in the degree requirements;
- revisions are a result of faculty review and input from the program advisory committee to improve the program;
- total number of credit hours for the degree will not change;
- no courses will be added or deleted; and
- no new funds required.

Rose – Associate in Applied Science in Business Administration (008)

Degree program requirement change:

- revise and update curriculum, including revisions to delete the “E-Commerce” course prefix;
- revisions are a result of faculty review and input from the program advisory committee to improve the program, with E-Commerce courses relisted under business administration, marketing, or management;
- total number of credit hours for the degree will not change;
- no courses will be added or deleted; and
- no new funds required.

Rose – Associate in Applied Science in Networking/Cyber Security (111)

Certificate in Cyber Security (128)

Degree program requirement change:

- revise and update curriculum;
- revisions are a result of faculty review and input from the program advisory committee to improve the program;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

Rose – Associate in Applied Science in Technical Supervision and Management (119)
Degree program requirement change:
• revise and update curriculum, deleting the engineering technology (ENGT) courses and replacing them with more suitable courses for the program content;
• revisions are a result of deletion of the engineering degree and affiliated courses;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

Rose – Associate in Applied Science in Environmental Technology (020)
Degree program requirement change:
• revise and update curriculum in life, physical, and social sciences;
• revisions are a result of faculty review and input from the program advisory committee to improve the program and provide a more interdisciplinary approach;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

Rose – Associate in Applied Science in Applied Technology (114)
Option addition and degree program requirement change:
• add “Drafting” option;
• new option will provide opportunities for students to pursue a degree through preparation in drafting gained at the technology center;
• revise and update curriculum, deleting the engineering technology (ENGT) courses and replacing them with more suitable courses for the program content;
• revisions are a result of deletion of the engineering degree and affiliated courses;
• curriculum restructure will provide suitable substitute courses in computer information technology, personal finance, problem solving in business and accounting, with adequate levels of math and science coursework included;
• total number of credit hours for the degree will decrease from 64-65 credit hours to 62 credit hours;
• no courses will be added or deleted; and
• no new funds required.

Rose – Associate in Science in Criminal Justice (049)
Degree program requirement change:
• revise and update curriculum to include an introductory course and an internship;
• curriculum restructure will provide better preparation for students for transfer or to seek employment;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

SCC – All Associate in Arts degree programs
All Associate in Science degree programs
All Associate in Applied Science degree programs (except Nursing and Medical Laboratory Technology)
Degree program requirement change:
- add a required one to three credit hour orientation course with enrollment in the course in the student’s first semester at SSC;
- remove the one-credit hour activity course requirement from general education requirements;
- revisions are intended to add a student success course that will improve student retention and graduation rates;
- total number of credit hours for the degree will not change;
- no courses will be added or deleted; and
- no new funds required.

SSC – Associate in Science in Criminal Justice (225)
Option addition:
- add a “Collegiate Officer Program” option;
- option addition reflects a collaboration between SSC and East Central University (ECU) for students to take ECU courses and transfer them into the SSC program;
- SSC is responding to its service area law enforcement agencies’ needs for certified peace officers who also hold an associate’s degree;
- students completing the SSC degree will also be prepared to articulate into ECU’s baccalaureate program;
- total number of credit hours for the degree will not change;
- no courses will be added or deleted; and
- no new funds required.

TCC – Associate in Arts in Pre-Education (006)
Option addition:
- add a “Elementary Education-LU” option;
- option addition reflects a collaboration between TCC and Langston University (LU) for students to take ten credit hours in specialized courses to seamlessly articulate into LU’s Bachelor of Science in Education in Elementary Education (017);
- TCC is responding to its service area and facilitating students completing the baccalaureate degree in education;
- total number of credit hours for the degree will not change;
- one new courses will be added; and
- no new funds required.

TCC – Associate in Science in Child Development (246)
Option addition:
- add an option in “Early Childhood Education-LU;”
- new option will prepare students for articulation into Bachelor of Science in Education in Elementary Education (017);
- total number of credit hours for the degree will not change;
- one new course will be added; and
- no new funds required.

TCC – Associate in Arts in Communications (005)
Option addition:
- add a “Interpreter Education” option;
- new option will prepare students for articulation into a baccalaureate program in American Sign Language;
- total number of credit hours for the degree will not change;
- no courses will be added or deleted; and
• no new funds required.

TCC – Associate in Applied Science in Electronics Technology (031)
Option addition and option name change:
• add a “Nanotechnology” option;
• new option will prepare students with a background in the growing field of nanotechnology and improve employability of graduates;
• change the “Automation Technology” option name to “Electro-Mechanical Manufacturing;”
• the new name is descriptive of the content of the option;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• new equipment will be purchased with internal funds; no new funds are requested.

TCC – Associate in Arts in Pre-Computer Science (255)
Degree designation change and option addition:
• change the degree designation to Associate in Science in Pre-Computer Science;
• change will better fit the industry expectations and standards;
• add a “Computer Information Systems-LU” option;
• new option will prepare students for articulation into the Bachelor of Science in Computer Science (045) at Langston University;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.

TCC – Associate in Applied Science in Numerical Control Machinist Technology (045)
Certificate in Numerical Control Machinist Technology (180)
Option deletions:
• delete the “Tool and Die Support Technician” option from the degree and the certificate programs;
• option has become obsolete in the field with no enrollments or graduates;
• total number of credit hours for the degree will not change;
• no courses will be added or deleted; and
• no new funds required.
TCC – Certificate in Medical Assistant (181)
Option deletions:
- delete options in “Medical Assistant/Clinical Administration” and “Medical Insurance, Coding, and Physician Reimbursement” options;
- deletion of the options to streamline the certificate in response to local demands and to be more competitive with proprietary schools in the area;
- total number of credit hours for the degree will not change;
- two courses will be deleted; and
- no new funds required.

RCC – Associate in Arts in Pre-Education Elementary (029)
Degree program requirement change:
- revise curriculum to provide more seamless articulation to baccalaureate study;
- total number of credit hours for the degree will increase from 63 credit hours to 64 credit hours;
- no courses will be added or deleted; and
- no new funds required.
AGENDA ITEM #31-a (2):

Programs.

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

RECOMMENDATION:

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

BACKGROUND:

Rose State College (Rose) requests authorization to suspend the Associate in Arts in Theatre (013).

Tulsa Community College (TCC) requests authorization to suspend the Associate in Applied Science in Healthcare Administration (225).

POLICY ISSUES:

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

ANALYSIS:

Rose requests suspension of the Associate in Arts in Theatre (013). Rose reports it is not necessary for professional actors to obtain a degree. Therefore, many theatre majors only complete one or two semesters before securing work in the professional arena and then do not complete the degree. However, specific courses are popular among both majors and non-majors, which do count as a Humanities credit for an associate in arts or associate in science degree programs. Rose requests time to assess the program further and will determine the programs future by the end of the 2006-2007 academic year.

TCC requests suspension of the Associate in Applied Science in Healthcare Administration (225). TCC reports during the technical occupational review in 2004, the evaluators recommended the program be discontinued. TCC needs time to review the program and make revisions as there are plans to offer it through alternative delivery methods.

Authorization was granted by the Chancellor for the above requests. State Regents’ ratification is requested.
AGENDA ITEM #31-a (3):

Program Reinstatement.

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

RECOMMENDATION:

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

BACKGROUND:

Seminole State College (SSC) requests authorization to reinstate the Associate in Science in Pre-Engineering (214), which was suspended in May 2001.

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

POLICY ISSUES:

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

ANALYSIS:

SSC reports employment of a new math/physics faculty member in the Math Science Engineering Division with engineering field experience and a specific goal to rebuild the pre-engineering degree program. Consequently, an increasing number of students have enrolled in the coursework, which will prepare them to transfer into a baccalaureate engineering degree program. SSC also reports the success of their “Peek Into Engineering” Summer Academy that exposed 8-12 grade students statewide to the engineering field and served as a recruitment effort resulting in increased enrollment in pre-engineering preparatory courses, as well as an increased demand for the pre-engineering major. SSC and Gordon Cooper Technology Center are working cooperatively to transition “Project Lead the Way” students into the engineering career pathway which leads to an associate degree program allowing transfer into baccalaureate engineering degree programs. Of the 17 students presently enrolled in ENGR 1113 Introduction to Engineering, six have expressed a desire to graduate with an Associate in Science in Pre-Engineering degree in May and at least five students have graduated with an Associate in Science degree and who completed the coursework that prepared them to transfer into a baccalaureate engineering degree program. Over the past three years an average of 4.5 students yearly have completed 30 or more hours of pre-engineering related courses and pursued an engineering degree at the baccalaureate level.
It is understood that with this action, SSC is authorized to recommence program advertising, recruitment, and admission. Consistent with its classification and status, this program will be placed on the regular program review cycle.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #31-b:

Cooperative Agreements.

SUBJECT: Ratification of approved institutional request regarding cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Oklahoma State University-Oklahoma City’s (OSU-OKC) request for cooperative agreements, as detailed below.

BACKGROUND:

In 1988, the State Regents approved the “Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges.” The policy was designed to expand Oklahomans’ educational opportunities and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma’s colleges and technology centers. Currently, 350 cooperative agreements (involving 125 associate in applied science programs) are offered through 18 colleges and 29 career technology centers (CTCs) within Oklahoma and two out-of-state CTCs.

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

OSU-OKC requests authorization for a cooperative agreement with Francis Tuttle Technology Center (FTTC) to allow students to receive college credit for coursework completed at the technology center toward the Associate in Applied Science in Computer Information Systems (005) and towards the Associate in Applied Science in Engineering Technology in Technical Communications, Illustration/Multimedia emphasis (064).

POLICY ISSUES:

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

ANALYSIS:

Oklahoma State University – Oklahoma City

OSU-OKC requests authorization to establish cooperative agreements with FTTC, whereby students may earn up to 17 hours of college credit toward the Associate in Applied Science in Computer Information Systems (005) and up to 24 hours of college credit toward the Associate in Applied Science in Associate in Applied Science in Engineering Technology in Technical Communications, Illustration/Multimedia Emphasis (064). It is understood that general education courses required for these degree programs will not be offered at the technology center as part of these agreements, and high school students will be permitted to enroll in accordance with State Regents’ policy. This cooperative agreement has been approved by FTTC’s alliance partner, Oklahoma City Community College (OCCC), and will operate in compliance with the alliance agreement between OCCC and FTTC.

Institutional and CTC faculty and staff will serve on oversight and evaluation committees for the cooperative agreements. The committees will meet at least annually to review course content, relevance, and instructional methods as related to the established course and program competencies.

Approval was granted by the Chancellor. State Regents’ ratification is requested.
AGENDA ITEM #31-c (1):

Electronic Delivery.

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

RECOMMENDATION:

It is recommended that the State Regents ratify the approval of courses for inclusion in the SREB Electronic Campus.

BACKGROUND:

The SREB Electronic Campus was created in 1997 as an “electronic marketplace” for courses, programs, and services offered electronically by accredited colleges and universities in the SREB member states. At the September 5, 1997 meeting, the State Regents approved the inclusion of three courses from Oklahoma institutions in the Electronic Campus pilot offerings for spring 1998. Over time, participation in the program has expanded, and the State Regents have periodically approved inclusion of programs and courses from Oklahoma institutions.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs.” While the comprehensive universities are functioned to offer courses and programs out of state, this policy allows for other institutions to offer courses out of state with State Regents’ approval.

ANALYSIS:

In 1996, the SREB began plans to develop the Electronic Campus (originally called the Electronic Common Market), a distance education consortium. The Electronic Campus serves as a centralized listing of approved distance education courses and programs from participating SREB states; it does not grant credit or degrees. Institutions provide the education and services and determine tuition and fees, set enrollment procedures, and provide related student services. The Electronic Campus has continued to expand and now lists over 7,000 courses and 250 degree programs from more than 250 colleges and universities in the south.

Proposals for new Electronic Campus offerings were received from Oklahoma State University - Oklahoma City (OSU-OKC) and Oklahoma City Community College (OCCC) comprising a total of 54 individual courses. Offerings from Oklahoma institutions listed within the Electronic Campus now total 607 courses and 12 programs. OSU-OKC and OCCC have provided information concerning the quality of the courses to be offered and have affirmed that the submission complies fully with the Electronic Campus Principles of Good Practice.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.

Attachment
<table>
<thead>
<tr>
<th>Course Listing</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 1104</td>
<td>Elementary Astronomy</td>
</tr>
<tr>
<td>BUS 2333</td>
<td>Business Law</td>
</tr>
<tr>
<td>CA 2333</td>
<td>Drug Abuse</td>
</tr>
<tr>
<td>CIS 1433</td>
<td>Game Development</td>
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<tr>
<td>ECEA 1113</td>
<td>Personnel Supervision</td>
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<tr>
<td>ECEA 1213</td>
<td>Utilization of Community Resources-L3</td>
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<tr>
<td>ECEA 2223</td>
<td>Legal and Ethical Aspects of Early Care Management</td>
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<tr>
<td>ENGL 0123</td>
<td>Basic Composition</td>
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<tr>
<td>HCM 1143</td>
<td>Healthcare Systems/Operations</td>
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<tr>
<td>HCM 1153</td>
<td>Medicolegal Principles and Ethical Issues (Bb)</td>
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<tr>
<td>HCM 1173</td>
<td>Third Party Pay/Health Issues</td>
</tr>
<tr>
<td>HCM 2163</td>
<td>Health Care Management (Bb)</td>
</tr>
<tr>
<td>HCM 2173</td>
<td>Healthcare Human Resources Management</td>
</tr>
<tr>
<td>HCM 2193</td>
<td>Health Care Provider Relationships</td>
</tr>
<tr>
<td>ITD 1323</td>
<td>Internet Fundamentals</td>
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<tr>
<td>ITD 2153</td>
<td>Advanced Telecommunications Fundamentals (Bb)</td>
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<tr>
<td>ITD 2253</td>
<td>Planning/Acquisition/Management of Telecommunication Resources (Bb)</td>
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<td>ITP 1212</td>
<td>Non-verbal Communication</td>
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<tr>
<td>ITP 2052</td>
<td>Advanced Technical Problems</td>
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<td>ITP 2633</td>
<td>Advanced Interpreting II</td>
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<tr>
<td>MATH 2103</td>
<td>Elementary Calculus (Bb)</td>
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<td>METR 1013</td>
<td>Elementary Meteorology (Bb)</td>
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<td>NURS 1203</td>
<td>Role Change – Nursing</td>
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<td>NURS 2252</td>
<td>Commonalities in Nursing</td>
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<td>PSER 1113</td>
<td>Introduction to Public Personnel Administration (Bb)</td>
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<td>PSYC 2333</td>
<td>Psychology of Race (Bb)</td>
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<tr>
<td>PSYC 2713</td>
<td>Psychology of Aging</td>
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<td>SOC 2023</td>
<td>Marriage and Family (Bb)</td>
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<tr>
<td>TCOM 1033</td>
<td>Introduction to Microsoft WORD (Bb)</td>
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<tr>
<td>TCOM 1123</td>
<td>Introduction to Technical Writing</td>
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<tr>
<td>TCOM 2033</td>
<td>Web Page Design (Bb)</td>
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<td>TCOM 2323</td>
<td>Multimedia Computing (Bb)</td>
</tr>
</tbody>
</table>
## APPROVED COURSES

<table>
<thead>
<tr>
<th>Course Listing</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>CAD 1214</td>
<td>Computer-Aided Design</td>
</tr>
<tr>
<td>CS 2153</td>
<td>Supporting Operating Systems</td>
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<tr>
<td>CS 2173</td>
<td>Oracle</td>
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<tr>
<td>CS 2503</td>
<td>Network Administration</td>
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<tr>
<td>CS 2563</td>
<td>C#.Net</td>
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<td>CS 2423</td>
<td>Secure Electronic Commerce</td>
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<tr>
<td>CS 2743</td>
<td>Enterprise Security Management</td>
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<tr>
<td>ENGL 2343</td>
<td>The Short Story</td>
</tr>
<tr>
<td>ENGL 2363</td>
<td>African-American Literature</td>
</tr>
<tr>
<td>ENGL 2543</td>
<td>Survey of English Literature</td>
</tr>
<tr>
<td>HIST 2133</td>
<td>Survey of Women’s History</td>
</tr>
<tr>
<td>HUM 2003</td>
<td>Non-Western Art (special topic)</td>
</tr>
<tr>
<td>HUM 2003</td>
<td>Visual Literature (special topic)</td>
</tr>
<tr>
<td>HUM 2243</td>
<td>Film Studies</td>
</tr>
<tr>
<td>ISEC 2513</td>
<td>Principles of Information Security</td>
</tr>
<tr>
<td>ISEC 2523</td>
<td>Secure Electronic Commerce</td>
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<td>ISEC 2563</td>
<td>Enterprise Security Management</td>
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<td>NUR 1221</td>
<td>Overview of Nursing</td>
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<td>PSY 1213</td>
<td>Introduction to Child Development</td>
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<td>PSY 2193</td>
<td>Personality Theories</td>
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<td>SPAN 1115</td>
<td>Elementary Spanish I</td>
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<tr>
<td>TA 1103</td>
<td>Introduction to Theatre</td>
</tr>
</tbody>
</table>
AGENDA ITEM #31-c (2):

Electronic Delivery.

SUBJECT: Southeastern Oklahoma State University (SEOSU). Approval of request to offer an existing degree program via electronic media.

RECOMMENDATION:

It is recommended that the State Regents approve SEOSU’s request to offer the Bachelor of General Studies (BGS) via electronic media.

BACKGROUND:

At the June 29, 2001 meeting, the State Regents granted provisional approval to SEOSU to offer the Master of Business Administration (075) via electronic media. Continuing approval of the electronic offering was contingent upon SEOSU completing a “best practices” review prior to August 1, 2003. The State Regents accepted SEOSU’s best practice review and granted continued authorization of the electronic offering at the October 30, 2003 meeting.

With that action, SEOSU was authorized to offer additional existing programs via electronic media without repeating the best practice review process. Accordingly, authorization to offer the following degree programs, which were pending final approval for electronic delivery, was granted.

- Bachelor of Business Administration in Management
- Bachelor of Arts in Criminal Justice
- Bachelor of Science in Computer Science
- Bachelor of Science in Computer Information Systems
- Bachelor of Science in Elementary Education
- Master of Education in Elementary Education
- Master of Education in School Administration
- Master of Education in Secondary Education

At the October 28, 2004 meeting, SEOSU was also authorized to offer the Bachelor of Applied Arts and Sciences (BAAS) via electronic media.

POLICY ISSUES:

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

ANALYSIS:

SEOSU has requested approval to offer the BGS via online, web-based methodologies. No new courses will be added.

SEOSU’s request addresses satisfactorily the criteria listed in the Electronic Media Policy. These criteria include faculty qualifications and training, student services, adequacy of resources, and funding. SEOSU’s responses are summarized below:

- **Faculty.** Faculty teaching online courses hold the same academic credentials as faculty teaching traditional courses. The institution’s Center for Instructional Development and Technology provides instructional support services and training related to online delivery.

- **Student Support Services.** Access to student services is available through the SEOSU website, email, and telephone. Administrative support is provided through the Continuing Education Department.

- **Demand.** Expansion of the BGS through online offerings will extend access to a broader population in the region. The flexibility of the curriculum and the asynchronous online courses are expected to be attractive to working adults who desire a baccalaureate degree.

- **Funding.** No new funding will be required to deliver the BGS online program. Student tuition and fees will provide the resources needed.

Based on staff analysis and the successful completion of a “best practices” review, approval of SEOSU’s request to offer the BGS via electronic media is recommended.
AGENDA ITEM #31-d:

Supplemental Allocations.

SUBJECT: Approval of revolving fund allocations and revised FY2006 budgets for institutions

RECOMMENDATION:

It is recommended that the State Regents ratify the authorization of the additional Educational and General, Part I Budget allocations as requested in the resolution following this memorandum and approve the revised budgets.

BACKGROUND:

An additional allocation of Revolving Funds for the 2005-06 fiscal year in support of the Educational and General Budget - Part I has been requested subsequent to the allocation made by the Regents on June 30, 2005, Resolution No. 4556. Evidence of availability of these additional funds, not previously taken into account, has accompanied the institution’s request.

POLICY ISSUES:

This action is in accordance with Policy II-4-14 and II-4-33 as revised June 30, 1978.

ANALYSIS:

University of Science and Arts of Oklahoma has requested that the allocation for the current year’s E&G Budget be increased from $9,619,037 to $9,751,660, an increase of $132,623. The supplemental funding for the increase has been generated through the use of reserve funds and additional revolving fund income. The supplemental funding will be used for personnel services and travel.

Connors State College has requested that the allocation for the current year’s E&G Budget be increased from $9,234,787 to $9,332,519, an increase of $97,732. The supplemental funding for the increase has been generated through additional tuition revenue. The supplemental funding will be used for utilities, travel, supplies and other operating expenses, equipment, library books and scholarships.

Langston University has requested that the allocation for the current year’s E&G Budget be increased from $26,827,866 to $27,114,469, an increase of $286,603. The supplemental funding for the increase will be use of additional state appropriated income and additional revolving fund income. The supplemental funding will be used for personnel services.

University of Central Oklahoma has requested that the allocation for the current year’s E&G Budget be increased from $94,166,075 to $101,118,838, an increase of $6,952,763. The supplemental funding for the increase will be use of prior year carryover in revolving funds and increased tuition and fee revenue.
The supplemental funding will be used for personnel services, travel, utilities, and supplies, property, furniture and equipment and library books and periodicals.

Northern Oklahoma College has requested that the allocation for the current year's E&G Budget be increased from $16,366,148 to $18,138,448, an increase of $1,772,300. The supplemental funding for the increase will be use of additional tuition and fee revenue. The supplemental funding will be used for personnel services, travel, utilities, and supplies, property, furniture, equipment and library books.

Southwestern Oklahoma College has requested that the allocation for the current year’s E&G Budget be increased from $38,750,192 to $41,083,327, an increase of $2,333,135. The supplemental funding for the increase will be additional appropriated income, tuition and fee revenue, gifts, grants and departmental sales income. The supplemental funding will be used for personnel services, travel, supplies, library books and scholarships.

Northeastern Oklahoma A&M College has requested that the allocation for the current year’s E&G Budget be increased from $12,803,078 to $12,990,128, an increase of $187,050. The supplemental funding for the increase will be prior year reserve funds. The supplemental funding will be used for personnel services, travel, utilities, supplies, and library books.

Carl Albert State College has requested that the allocation for the current year’s E&G Budget be increased from $9,012,098 to $9,687,098, an increase of $675,000. The supplemental funding for the increase will be prior year reserve funds and additional state appropriations not accounted for in the original budget submission. The supplemental funding will be used for personnel services, travel, utilities, supplies, furniture and equipment.

East Central University has requested that the allocation for the current year’s E&G Budget be increased from $28,948,624 to $29,654,055, an increase of $705,431. The supplemental funding for the increase will be prior year reserve funds and additional state appropriations not accounted for in the original budget submission. The supplemental funding will be used for personnel services, travel, utilities, supplies, furniture, equipment and library books.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4633

Pursuant to authority granted under the Constitution of Oklahoma by Article XIII-A adopted on March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of any funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education and pursuant to Title 70, Oklahoma Statutes, 2001, Sections 3206, 3210, and 3903.

The Oklahoma State Regents for Higher Education hereby ALLOCATE the sums set out below to the respective institutions of The Oklahoma State System of Higher Education. The purpose of the allocations made herein is for support of the Educational and General Budgets beginning July 1, 2005, and ending June 30, 2006, said funds to be subsequently allotted for encumbrance and expenditure as provided by law.

FOR THE EDUCATION AND GENERAL OPERATING BUDGETS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Agency No.</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Sciences and Arts of Oklahoma</td>
<td>150</td>
<td>$132,623</td>
</tr>
<tr>
<td>Connors State College</td>
<td>165</td>
<td>$97,732</td>
</tr>
<tr>
<td>Langston University</td>
<td>240</td>
<td>$286,603</td>
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<tr>
<td>University of Central Oklahoma</td>
<td>120</td>
<td>$6,952,763</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
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<td>$1,772,300</td>
</tr>
<tr>
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<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
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<tr>
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<td>$675,000</td>
</tr>
<tr>
<td>East Central University</td>
<td>230</td>
<td>$705,431</td>
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</table>

These are fiscal year funds for encumbrance not later than June 30, 2006.

Dated 26th day of May, 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 June 29, 2006.

Paul G. Risser, Chancellor

Duly subscribed and sworn to before me this 26th day of May 2006.

________________________________________
Notary Public

My commission expires ________________________.
AGENDA ITEM #31-e:

Capital.


RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of April 11, 2006, through June 15, 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 April 11, 2006, through June 15, 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 $3,597,533. This total is represented by $1,539,416 in Section13/New College allotments and $2,058,117 in State Fund allotments.
# ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS

*For the Period of April 11, 2006, through June 15, 2006*

## Section 13, New College, and State Funding Sources

<table>
<thead>
<tr>
<th>Institution</th>
<th>Resolution No.</th>
<th>Source of Funds</th>
<th>Project Name</th>
<th>Date Allotted</th>
<th>State Fund</th>
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<td>General University Classrooms Renovations/ Upgrades</td>
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<td>295-State</td>
<td>General University Classrooms Renovations/ Upgrades</td>
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<td>4635</td>
<td>295-State</td>
<td>General University Classrooms Renovations/ Upgrades</td>
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<tr>
<td>Total</td>
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<td>1,007,968</td>
<td>1,044,379</td>
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<td></td>
</tr>
</tbody>
</table>

OSU-Oklahoma City | 4645 | 295-State | General Campus Maintenance, Repair & Remodel | 5/ 10/ 2006 | 27,527 |
| Total | 27,527 | 0 | 27,527 |

Oklahoma State University-Okmulgee | 4634 | 295-State | General Campus Maintenance, Repair & Remodel | 4/ 10/ 2006 | 7,243 |
| Total | 0 | 7,243 | 7,243 |

East Central University | Not Required | 650-New College | General Campus Repairs, Renovation & ADA | 5/ 22/ 2006 | 100,000 |
| Total | 100,000 | 0 | 100,000 |

Rogers State University | 4636 | 295-State | Bartlesville Classroom Building | 4/ 12/ 2006 | 266,114 |
| 4636 | 295-State | Economic Community Development Center | 4/ 12/ 2006 | 143,090 |
| Total | 0 | 409,204 | 409,204 |

Northeastern State University | 4642 | 295-State | Broken Arrow, Phase II | 5/ 18/ 2006 | 836,978 |
| Total | 836,978 | 0 | 836,978 |

Northwestern OK State University | Not Required | 600-Section 13 | Major Repairs & Renovations | 4/ 26/ 2006 | 130,000 |
| Not Required | 650-New College | Major Repairs & Renovations | 4/ 26/ 2006 | 40,000 |
| Total | 0 | 170,000 | 170,000 |

Southeastern OK State University | Not Required | 600-Section 13 | General Repair & Renovations | 5/ 22/ 2006 | 55,000 |
| Total | 0 | 55,000 | 55,000 |

Southwestern OK State University | 4639 | 295-State | Academic, Administrative, & Plant Equipment | 4/ 25/ 2006 | 150,000 |
| Not Required | 650-New College | Chemistry, Physics & Pharmacy Building Renovation | 4/ 25/ 2006 | 100,000 |
| Total | 100,000 | 150,000 | 250,000 |

Cameron University | 4641 | 295-State | Purchase of Institutional Furnishings & Equipment | 5/ 10/ 2006 | 98,100 |
| Not Required | 650-New College | Purchase of Institutional Furnishings & Equipment | 5/ 10/ 2006 | 215,000 |
| Total | 215,000 | 98,100 | 313,100 |

Oklahoma Panhandle State University | Not Required | 650-New College | Facilities Renovation | 5/ 18/ 2006 | 6,000 |
| Not Required | 650-New College | Facilities Renovation | 5/ 10/ 2006 | 27,000 |
| Not Required | 650-New College | Energy Contract/Debt Service | 5/ 10/ 2006 | 40,500 |
| Total | 73,500 | 0 | 73,500 |

Langston University | Not Required | 600-Section 12 | Renovations | 5/ 18/ 2006 | 41,250 |
| Not Required | 650-New College | Renovations | 5/ 10/ 2006 | 83,750 |
| Total | 125,000 | 0 | 125,000 |

Northeastern OK A&M College | 4640 | 295-State | Institutional Equipment | 4/ 26/ 2006 | 50,000 |
| Total | 0 | 50,000 | 50,000 |

Oklahoma City Community College | 4637 | 295-State | Aquatics/ Wellness Upgrade/ Refurbishment | 4/ 18/ 2006 | 13,000 |
| 4637 | 295-State | South Facility Improvements | 4/ 18/ 2006 | 33,000 |
| Total | 0 | 46,000 | 46,000 |

Seminole State College | 4643 | 295-State | Equipment | 5/ 18/ 2006 | 15,000 |
| Total | 0 | 15,000 | 15,000 |

Western OK State College | 4638 | 295-State | Land Improvements and Infrastructure Enhancements | 4/ 24/ 2006 | 49,602 |
| Total | 0 | 49,602 | 49,602 |

Quartz Mountain Arts & Conference | 4644 | 295-State | Internet Connectivity Project | 5/ 25/ 2006 | 25,000 |
| Total | 25,000 | 0 | 25,000 |

System Totals | 1,539,416 | 2,058,117 | 3,597,533 |
AGENDA ITEM #31-f:

Supplemental GEAR UP Grant.

SUBJECT: The National Council for Community and Education Partnerships (NCCEP) 2006 Promoting Excellence and Innovation in Education Grant Program funded by the AT&T Foundation.

RECOMMENDATION:

It is recommended that the State Regents accept the supplemental GEAR UP grant funds in the amount of $49,933 from the National Council for Community and Education Partnerships.

BACKGROUND:

American schools dramatically increased spending on classroom technology during the last fifteen years. Oklahoma school districts are no exception, with 95% of the districts in the state reporting that technology is in place in the classrooms, computer labs and libraries. Although the technology is in place, a 2005 Oklahoma GEAR UP Professional Development Needs Survey indicated that 83% of teachers have not employed technology to improve teaching and learning. This survey indicated that school districts currently provide training to teachers on how to use the computer and technology; however, the districts do not provide pedagogy training in how to utilize technology in a rigorous classroom environment. While the federal No Child Left Behind Act mandates technology integration, Oklahoma GEAR UP school districts do not have access to trainers, money, or resources to offer sustained professional development to empower teachers to become creators of information and ideas, as well as users of technology. It is imperative that teachers learn technology applications. It is also necessary to expand this knowledge to the next level of implementing technology into the curriculum. Research indicates that computer technology can help support learning and is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry.

GEAR UP is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education is implementing its second GEAR UP project (Phase II) through federal grant funding that will provide $20.6 million over a six-year period.

The National Council for Community and Education Partnerships (NCCEP) and the AT&T Foundation (formerly the SBC Foundation) have announced the continuation of a competitive special grants program to further support GEAR UP grantees by funding programs to enhance teaching and learning functions and improve students’ academic performance. All current GEAR UP state and partnership grantees throughout the United States and U.S. territories are eligible to apply for this supplemental grant opportunity. During the 2006 calendar year, NCCEP, on behalf of the AT&T Foundation, has awarded approximately $3.6 million to eligible GEAR UP grantees. The Promoting Excellence and Innovation in Education grants are competitive grants, each funded for a one-year period starting on the date of the grant award.
The T4: Training Teachers to Transition Technology project is Oklahoma’s response to the NCCEP Promoting Excellence and Innovation in Education grants competition. GEAR UP staff members (Dr. Dolores Mize, Associate Vice Chancellor and State GEAR UP Director; Terri Grissom, Senior Coordinator for Administration and Sustainability; Heather Jones, GEAR UP Trainer/Coordinator; and Beth Jones, GEAR UP Trainer/Coordinator) contributed to the writing of this funded proposal. Only 32 grants were funded nationwide in this grant category. Heather Jones will serve as project coordinator for the grant. Oklahoma will receive $49,933 through the grant. The T4 project is the second NCCEP supplementary grant that has been awarded to the Oklahoma State Regents GEAR UP program. The first NCCEP supplementary grant project, the C3 Cyber Counseling Center, was awarded funding in 2004 and was created to address gaps in technology competencies of Oklahoma school counselors.

POLICY ISSUES:

The federal No Child Left Behind Act (2001) requires states to demonstrate that "every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability". While many different terms have been used to describe what students need, education leaders are beginning to to focus on a new common definition of what students need to know - Information and Communication Technology (ICT) Literacy. ICT Literacy reflects the need for students to develop skills that enable them to function effectively in today's knowledge-based society. The following six ICT Literacy skills are critical to students' success in the workplace: (1) communicate effectively; (2) analyze and interpret data; (3) understand computational modeling; (4) manage and prioritize tasks; (5) engage in problem solving and (6) ensure security and safety.

The overall goal of the NCCEP supplementary grant program is consistent with the Oklahoma GEAR UP grant objective to “increase student academic performance and preparation for postsecondary education.” Intensive professional development that will provide teachers with the skills to engage students in active learning through the effective use of technology will translate into student readiness for college.

ANALYSIS:

The Oklahoma GEAR UP T4: Training Teachers to Transition Technology grant project will provide training for teachers in the area of instructional technologies. The T4 program is structured to provide 60 hours of intensive, ongoing professional development for 15 classroom teachers to infuse technology to support inquiry-based learning. The curriculum that will be utilized for the training will be the eMints curriculum. eMints began in Missouri in 1999 - its name is an acronym for “enhancing Missouri’s Instructional Networked Teaching Strategies”. Teachers will receive eMints certification status upon completion of the project year as measured by training session participation, completion of all assignments, and on-going participation in message board dialogues. All participating teachers will create a minimum of 17 lesson plans utilizing the technology-rich tools learned through the eMints curriculum as measured by teacher self-reports, on-site visits by the project external evaluator and project trainers, and quantitative and qualitative changes in student school performance, as well as increases in student motivation for learning as measured by a pre/post student survey, individual classroom homework activity and student daily grades.

The T4 project training sessions will be held in partnership with Northeastern State University. The training will consist of a one-week technology institute to be held in the spring of 2006. Follow-up training will include six one-day sessions: (1) Constructivism in the Technology-Rich Classroom, (2) Using Cooperative Learning in the Technology-Rich Classroom, (3) Essential Questions and Questioning Strategies, (4) Inquiry-based Lessons in the Technology-Rich Classroom, (5) Interdisciplinary Teaching and (6) Online Projects. All participants will be required to create two lessons upon completion of each
of the follow-up sessions. Participants will be video taped utilizing their new technology-rich learning tools. A message board will be utilized to provide an opportunity for the participants to post questions and concerns. Participants will also be required to teach a five-hour course on the technology subject of their choice during the fall of 2006 to a minimum of ten teachers. This project will utilize an “action evaluation” method of evaluation that will focus on defining, monitoring, and assessing project success. All stakeholders will be engaged as reflective practitioners reflecting and examining the interaction of their goals, values and activities.
AGENDA ITEM #31-g:

Agency Operations.

*Not Available Electronically.*
Not Available Electronically.
Not Available Electronically.
AGENDA ITEM #31-h:

Contract/Agreement.

SUBJECT: Contract with Attorney General

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to enter into a renewal contract (attached) for legal services with the Office of the Oklahoma Attorney General for Fiscal Year 2007.

BACKGROUND:

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

POLICY ISSUES:

Contracts for legal services between the Oklahoma Attorney General and certain named agencies, specifically including the State Regents, is authorized by 74 O.S. 2001, § 181 as amended. This is a renewal of an existing contract.

ANALYSIS:

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

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

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

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

The annual cost of the contract is $50,810.28 annually and will be billed at $4,234.19 per month. This includes Ms. Harris’ salary, benefits, and non-salary costs incurred in connection with the provision of
legal services pursuant to the contract. A copy of the proposed contract is attached. Approval of the contract is recommended.
CONTRACT FOR LEGAL SERVICES
FISCAL YEAR 2007

1. PARTIES:

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

2. AUTHORITY:

This Agreement is authorized by virtue of 74 O.S. 2001, § 187.

3. CONTRACT DURATION:


4. CONSIDERATION:

(a) The Attorney General’s Office (‘‘AGO’’) shall provide the legal services of the Assigned Attorney for and on behalf of OSRHE during the contract period, in exchange for payment in the amount of $50,810.38 annually, with monthly payments in the amount of $4,234.19. This sum is comprised of the salary and benefits of the Assigned Attorney and non-salary costs incurred in connection with the provision of legal services pursuant to this contract. The OSRHE will be billed monthly for the monthly amount set forth above. Should the OSRHE desire that the Assigned Attorney have additional training, any costs associated with such training shall be paid by the OSRHE. OSRHE shall reimburse the Assigned Attorney pursuant to the Travel Reimbursement Act for travel undertaken by the Assigned Attorney on behalf of OSRHE.
(b) The scope of legal services to be provided by the Assigned Attorney includes matters pertaining to the OSRHE's official duties, particularly including representation in legal proceedings, provision of legal advice and assistance, appearance at meetings of the OSRHE as necessary and other legal needs, consistent with the provisions of Paragraph 6.

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

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

5. OFFICE LOCATION:

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

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

7. **TERMINATION:**

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

8. **AGENCY DESIGNEES:**

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

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

**By:**

Paul G. Risser
Chancellor

DATE: ___________ __________

OFFICE OF THE ATTORNEY GENERAL

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

DATE: 05/25/06
WHEREAS, Regina Switzer was employed by the State Regents in 1992 and currently serves as Associate General Counsel and Associate Director of OGS LP Legal Services; and,

WHEREAS, Regina Switzer will resign her position with the State Regents in August, 2006 in order to attend seminary in Austin, Texas for three years, with the goal of being ordained a priest in the Episcopal Church; and

WHEREAS, Regina Switzer has held increasingly responsible positions, assumed additional assignments, and made significant contributions as a member of the Chancellor’s leadership team; and

WHEREAS, Regina Switzer is respected throughout the agency and the State System for her expertise in the law; and,

WHEREAS, Regina Switzer is also recognized throughout the agency and the State System for the diligent and thoughtful manner in which she has performed her duties;

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

BE IT FURTHER RESOLVED that the best wishes and sincere thanks of the State Regents and the Chancellor go with Regina as she enters into her new vocation.

Bill W. Burgess, Jr., Secretary

Cheryl P. Hunter, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on June 29, 2006.

Paul G. Risser, Chancellor
AGENDA ITEM #32:

Reports.

SUBJECT: Status Report on Program Requests.

RECOMMENDATION:

This is an information item.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 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
June 29, 2006
(Table reflects actions taken at the April 27, 2006 State Regents’ meeting — no actions in May 2006)

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<th>Institution</th>
<th>No. of Programs</th>
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<th>Associate in Applied Science</th>
<th>Baccalaureate</th>
<th>Master's</th>
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System Total | 1,655 | 276 | 246 | 593 | 264 | 110 | 15 | 1,504 | 151 |
### I. Letters of Intent

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## II. Degree Program Requests Under Review

**July 1, 2005 to present**

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<td>OPSU</td>
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## III. Approved New Program Requests

**July 1, 2005 to present**

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

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### VI. Requested Degree Program Name Changes

#### July 1, 2005 to present

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### VII. Approved Degree Program Name Changes

#### July 1, 2005 to present

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<td>08/03/2005</td>
<td>September 15, 2005</td>
</tr>
<tr>
<td>NOC</td>
<td>Associate in Arts in Native American Leadership (072)</td>
<td>Associate in Arts in American Indian Studies</td>
<td>09/13/2005</td>
<td>October 27, 2005</td>
</tr>
<tr>
<td>OSU</td>
<td>Bachelor of Science in Medical Technology (148)</td>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>10/13/2005</td>
<td>December 1, 2005</td>
</tr>
<tr>
<td>UCO</td>
<td>Bachelor of Arts in Journalism (118)</td>
<td>Bachelor of Arts in Mass Communication</td>
<td>11/07/2005</td>
<td>January 12, 2006</td>
</tr>
<tr>
<td>UCO</td>
<td>Bachelor of Arts in Communication (130)</td>
<td>Bachelor of Arts in Mass Communication</td>
<td>11/07/2005</td>
<td>January 12, 2006</td>
</tr>
<tr>
<td>NSU</td>
<td>Bachelor of Science in Family &amp; Consumer Sciences (045)</td>
<td>Bachelor of Science in Human &amp; Family Sciences</td>
<td>01/03/2006</td>
<td>February 16, 2006</td>
</tr>
<tr>
<td>NSU</td>
<td>Master of Arts in Communication Arts (106)</td>
<td>Master of Arts in Communication</td>
<td>01/03/2006</td>
<td>February 16, 2006</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Arts in Pre-Law (030)</td>
<td>Associate in Arts in Pre-Law Criminal Justice</td>
<td>02/06/2006</td>
<td>March 23, 2006</td>
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<tr>
<td>OSU-OKC</td>
<td>Associate in Applied Science in Radiography Technology (099)</td>
<td>Associate in Applied Science in Radiologic Technology</td>
<td>02/10/2005</td>
<td>March 23, 2006</td>
</tr>
<tr>
<td>CSC</td>
<td>Associate in Science in Physical Science/Physics/Pre-Engineering (042)</td>
<td>Associate in Science in Physical Science</td>
<td>03/10/06</td>
<td>April 27, 2006</td>
</tr>
</tbody>
</table>
## VIII. Requested Degree Designation Changes
### July 1, 2005 to present

<table>
<thead>
<tr>
<th>Date Rec’d</th>
<th>Institution</th>
<th>Current Degree Program</th>
<th>Proposed Degree Designation</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/2/2006</td>
<td>TCC</td>
<td>Associate in Arts in Pre-Computer Science (255)</td>
<td>Associate in Science in Pre-Computer Science</td>
<td>June 29, 2006</td>
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<tr>
<td>5/17/2006</td>
<td>USAO</td>
<td>Bachelor of Science in Economics (007)</td>
<td>Bachelor of Arts in Economics</td>
<td>June 29, 2006</td>
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</table>

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

<table>
<thead>
<tr>
<th>Date Rec’d</th>
<th>Institution</th>
<th>Current Degree Program</th>
<th>Proposed Degree Designation</th>
<th>Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2005</td>
<td>OU</td>
<td>Bachelor of Liberal Studies in Liberal Studies (231)</td>
<td>Bachelor of Arts in Liberal Studies</td>
<td>October 27, 2005</td>
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<tr>
<td>11/07/2005</td>
<td>UCO</td>
<td>Bachelor of Arts in Education in Communication Education (131)</td>
<td>Bachelor of Fine Arts in Education in Theatre/ Communication Education</td>
<td>January 12, 2006</td>
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## X. Completed Cooperative Agreements
### July 1, 2005 to present

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Suspended</th>
<th>Date Suspension Ratified</th>
<th>Date by which program must be reinstated or deleted</th>
</tr>
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XII. Reinstated Programs
July 1, 2005 to present

<table>
<thead>
<tr>
<th>Date Rec'd</th>
<th>Institution</th>
<th>Program (program code)</th>
<th>Original Suspension Date</th>
<th>Date Reinstatement Ratified</th>
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<tbody>
<tr>
<td>09/13/2005</td>
<td>NOC</td>
<td>Associate in Arts in Native American Leadership (072)</td>
<td>08/15/2002</td>
<td>October 27, 2005</td>
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<tr>
<td>05/02/2006</td>
<td>SSC</td>
<td>Associate in Science in Pre-Engineering (214)</td>
<td>05/25/2001</td>
<td>May 26, 2006</td>
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XIII. Requested Inventory Reconciliations
July 1, 2005 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Status</th>
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</table>

XIV. Approved Inventory Reconciliations
July 1, 2005 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCO</td>
<td>Bachelor of Science in Food Management &amp; Nutrition Didactics (113) [program name change to Bachelor of Science in Nutrition, Dietetics, and Food Management]</td>
<td>06/22/2005</td>
<td>September 15, 2005</td>
</tr>
<tr>
<td>NSU</td>
<td>Bachelor of Science in Family &amp; Consumer Science (045), add option Family &amp; Consumer Science</td>
<td>08/24/2005</td>
<td>October 27, 2005</td>
</tr>
<tr>
<td>NSU</td>
<td>Bachelor of Business Administration in Finance (030), add option Finance</td>
<td>08/24/2005</td>
<td>October 27, 2005</td>
</tr>
<tr>
<td>NSU</td>
<td>Master of Business Administration (056), add option Master of Business Administration</td>
<td>08/24/2005</td>
<td>October 27, 2005</td>
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<tr>
<td>CU</td>
<td>Bachelor of Science in Computer Information Systems (411)</td>
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<td>April 27, 2006</td>
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<tr>
<td>CU</td>
<td>Bachelor of Science in Engineering Design Technology (412)</td>
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<tr>
<td>CU</td>
<td>Bachelor of Science in Electronic Engineering Technology (413)</td>
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# XV. Net Reduction Table

1991-92 through April 27, 2006 (due to no actions in May 2006)

<table>
<thead>
<tr>
<th>Institution</th>
<th>1991 - No. of Programs</th>
<th>1991 - No. of Programs</th>
<th>Current - No. of Programs</th>
<th>Net Reduction</th>
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<tr>
<td>OU</td>
<td>278</td>
<td>240</td>
<td>Current as of April 2006</td>
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<tr>
<td>OUHSC</td>
<td>62</td>
<td>61</td>
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<tr>
<td>OU-LAW</td>
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<tr>
<td>OSU</td>
<td>230</td>
<td>217</td>
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<tr>
<td>OSU-OKC</td>
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<td>OSUTB-OKM</td>
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<td>23</td>
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<td>OSU Vet Med</td>
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<td>OSU-CHS</td>
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<tr>
<td>ECU</td>
<td>43</td>
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<td>NSU</td>
<td>97</td>
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<td>NWOSU</td>
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<td>RSU</td>
<td>78</td>
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<td>SEOSU</td>
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<td>SWOSU</td>
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<td>CU</td>
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<td>LU</td>
<td>41</td>
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<td>OPSU</td>
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<tr>
<td>USAO</td>
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<td>CASC</td>
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<td>CSC</td>
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<tr>
<td>EOSC</td>
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<tr>
<td>MSC</td>
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<tr>
<td>NEOAMC</td>
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<td>NOC</td>
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<tr>
<td>OCCC</td>
<td>68</td>
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<tr>
<td>RCC</td>
<td>62</td>
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<tr>
<td>Rose</td>
<td>82</td>
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<tr>
<td>SSC</td>
<td>31</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TCC</td>
<td>107</td>
<td>99</td>
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</tr>
<tr>
<td>WOSC</td>
<td>50</td>
<td>14</td>
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<td></td>
</tr>
</tbody>
</table>

**System Total:** 2,114 - 1,655 = 461
AGENDA ITEM #32-b:

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated to the Chancellor authority to approve minor exceptions/clarifications to State Regents’ policy that will not result in a broadscale circumvention of policy. All exceptions so granted are to be reported to the State Regents. This is the 35th report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Four exceptions to the State Regents’ academic policies have been granted by the Chancellor since the last report February 17, 2006.

ANALYSIS:

Oklahoma State University (OSU)

March 21, 2006
An exception to the Degree Requirements Policy, which states that all students graduating with associate or baccalaureate degrees from State System institutions must have completed at least six semester hours of college credit in U.S. History and U.S. Government, was granted to OSU for a student who successfully completed the CLEP exam in U.S. History but was unable to have the score transcripted.

Northwestern Oklahoma State University (NWOSU)

February 7, 2006
An exception to the Admission Policy, which states that high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to NWOSU for an instructor who has met the qualifications of a regular, full-time faculty member and has been approved by the department chair and dean of the college offering the course.
Oklahoma City Community College (OCCC)

February 7, 2006
An exception to the Admission Policy, which states that high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to OCCC for an instructor who has met the qualifications of a regular, full-time faculty member and has been approved by the department chair and dean of the college offering the course.

March 21, 2006
An exception to the Admission Policy, which states that high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to OCCC for several instructors who met the qualifications of a regular, full-time faculty members and were approved by the department chair and dean of the college offering the course.
AGENDA ITEM #32-c (1):

Reports.

SUBJECT: Annual Student Assessment Report.

RECOMMENDATION:

It is recommended that the State Regents accept the Annual Student Assessment Report.

BACKGROUND:

Oklahoma legislation passed in 1991 paved the way for development of a statewide assessment plan by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. The State Regents’ Assessment Policy was adopted in October 1991.

The purpose of assessment is to maximize student success. To improve instruction the assessment plan requires systematic collection, interpretation, and use of information about student learning and achievement. The policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

The policy is a proactive, comprehensive assessment program, which addresses institutional quality and curricular cohesiveness. It is designed so that results of the assessment efforts will contribute to the institution's strategic planning, budgetary decision-making, institutional marketing, and improving the quality of student services.

Each institution must evaluate students at four levels (graduate student assessment is optional):

Entry-Level Assessment and Course Placement - to determine academic preparation and course placement.

Mid-Level (General Education) Assessment - to determine general education competencies in reading, writing, mathematics, and critical thinking.

Program Outcomes (Exit-Level) Assessment - to evaluate outcomes in the student's major.

Assessment of Student Satisfaction - to ascertain students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc.

Graduate Student Assessment - to assess student learning beyond standard admission and graduation requirements and to evaluate student satisfaction.
Institutions submit an annual assessment report to the State Regents that describes assessment efforts at each of these levels. Information on number of students assessed, results of assessment, and detailed plans for any institutional and/or instructional changes due to assessment results are to be provided in the report.

POLICY ISSUES:

The State Regents’ “Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability” requires annual reporting of assessment activities.

ANALYSIS:

Entry-Level Assessment and Placement
The purpose of entry-level assessment is to assist institutional faculty and advisors in making course placement decisions that will give students the best possible chance of academic success. Beginning fall 1994, institutions were required to use a score of 19 on the American College Test (ACT) in the subject areas of English, mathematics, science, and reading as the "first cut" for entry-level assessment. Students may also demonstrate curricular proficiency by means of an approved secondary assessment process.

Students unable to demonstrate proficiency in one or more subject areas are mandatorily enrolled in remedial courses. These courses are below college-level and do not count toward degree requirements. A supplementary per credit hour fee is assessed to the student for these courses.

Although all institutions currently use the ACT as the first entry-level assessment, testing instruments used for secondary evaluation vary. Commonly selected commercial instruments include the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), the Accuplacer Computerized Placement Test (CPT), ACT Computer-Adaptive Placement Assessment (COMPASS), and the Nelson-Denny Reading Test. Institutionally developed writing and mathematics tests, as well as a predictive, statistical model, are also used. Each institution is responsible for establishing secondary testing cut-scores.

As required by policy, institutional assessment programs not only assess the basic skills of incoming students and enroll them in appropriate courses, but also track students to measure the rates at which they succeed. In addition to measuring basic skill competencies, institutions are collecting data on student attitudes and perceptions of college life. Colleges are offering orientation courses, computer-assisted instruction, tutoring, and learning centers, which are intended to make initial college experiences both positive and successful.

Mid-Level (General Education) Assessment
Mid-level assessment is designed to assess the basic competencies gained by students in the college general education program. Institutions are required to assess students in the areas of reading, writing, mathematics, and critical thinking. Mid-level assessment normally occurs after completion of 45 semester hours and prior to completion of 70 semester hours. For associate degree programs, mid-level assessment may occur halfway through the program or at the end of the program. More typically, this assessment occurs at the end of the program, after students have had sufficient time to develop basic skills.

Mid-level assessment is accomplished with a combination of locally developed and standardized testing instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Riverside College Base Academic Subjects Examination (BASE), and the Test of Adult Basic Education (TABE). These nationally validated instruments are useful, because they provide regional or national benchmark data from other participating institutions. Several institutions have developed local instruments for mid-level assessment in some subject areas. More qualitative assessments, such as portfolio assessments and course-embedded techniques, are also being used.
Assessments at mid-level and in the major academic program provide important information to institutions about the degree to which their programs facilitate student achievement of desired knowledge and competencies. Results of this process have led some institutions to redesign general education programs. Both the types of courses and the way in which courses are delivered have been examined closely.

Program Outcomes (Exit-Level) Assessment
Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of assessment instruments and other parameters (such as target groups, when assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments that supply normative data. The instrument selected should measure skills and abilities specific to the program and to higher level thinking skills. Results are used to revise curricula.

Program outcomes assessment methods used by State System institutions are diverse. Faculty members in each academic program or major field of study are responsible for developing their own methods of assessing to what degree students meet the stated program goals and objectives. Assessments include structured exit interviews, surveys of graduating seniors and employers, Educational Testing Service’s (ETS) Major Field Assessment Tests (MFAT), national graduate school admission exams (GRE, MCAT, GMAT), the ACT College Outcome Measured Program (COMP), senior projects, portfolios, recitals, national and state licensing exams, internships, capstone courses, theses, transfer GPAs, admission to professional schools, retention rates, and job placement.

Assessment of Student Satisfaction
Student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services, because they provide an indication of the students’ subjective view of events and services, which collectively constitute their undergraduate experiences. Student satisfaction evaluation can be accomplished several ways including surveys, interviews, and focus groups. Resulting data are used to provide feedback to improve programs and services. On many campuses, students expressed satisfaction with the availability and interest of faculty and staff, academic preparation for future occupations, classroom facilities, campus buildings and grounds, class size, libraries, cost, and other services. Common areas of dissatisfaction were food services, course availability, veteran’s services, availability of student housing, job placement assistance, financial aid services, student activity fee uses, and parking.

Changes have been instituted as a result of student feedback. Common changes include technology additions and upgrades to improve academic and administrative services, student access to computers and the Internet, expanded orientation programs, enhanced tutoring services, student activities, food services, and career counseling and placement. New facilities have been constructed and older facilities have been remodeled to meet students’ needs.

Nationally standardized surveys are used most often, but locally developed surveys are administered at some colleges and universities. Students are often surveyed at entry, during their college experience, and after they graduate. Many institutions also survey withdrawing students. The ACT Student Opinion Survey (SOS) is the most commonly used instrument. Others include the Noel-Levitz Student Satisfaction Inventory (SSI), the ACT Alumni Survey, the ACT Withdrawing or Non-returning Student Survey, and the ACT College Outcomes Survey (COS).

Graduate Student Assessment
Beginning fall 1996, higher education institutions that charge graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate
program. Nine of the ten universities offering graduate programs (University of Oklahoma, Oklahoma State University, East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, and Langston University) reported graduate student assessment activities that include licensure, certification, and comprehensive exams; portfolios; capstone courses; practica; theses; interviews; and surveys.

CONCLUSION

Student assessment in the Oklahoma State System of Higher Education is defined as:

“A multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements.”

As evidenced by the institutional reports, the two major objectives of student assessment -- to improve programs and to provide public accountability -- are being achieved by Oklahoma's colleges and universities. As institutional implementation of student assessment has evolved, continued enhancements and improvements have been documented.

The process of student assessment is as important as the outcomes generated. By establishing a process to assess students, institutions have learned valuable information about their students and programs. To assess the degree to which students are meeting the goals and outcomes of a program, an institution must first define the goals and desired outcomes. Institutions have used assessment tools to measure value-added gains; that is, the skill improvement that can be directly attributed to the institution. For example, institutions found, by testing new freshmen and then retesting these students after they completed the general education requirements, that the general education curriculum achieved the desired results and improvements in students’ competency levels.

Institutions have also improved the process of gathering and using assessment information. Assessment days or class times are designated to encourage more students to seriously participate in mid-level and program outcomes testing. Strategies for increasing response rates to surveys are evaluated. Assessment information has been integrated into other institutional review processes, and results are shared widely with faculty and students.
AGENDA ITEM #32-c (2):

Reports.

SUBJECT: Oklahoma National Guard Tuition Waiver 2005-06 Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

For the 2005-06 academic year, the State Regents allocated $2 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2005-06 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for resident tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and to the limit of 3.5 percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the State Regents’ policy.

ANALYSIS:

For the 2005-06 academic year, National Guard members received waivers totaling $2,535,677, a decrease of 4.1 percent from 2005-06. The total number of hours waived decreased by 13.2 percent. Of the total dollar amount waived, $1,852,730 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY07 allocation to be approved along with the FY07 E&G budget item.
## National Guard Fee Waivers
### 2005-2006 Year-End Report

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Dollars Waived</td>
<td>$462,973</td>
<td>$404,977</td>
</tr>
<tr>
<td>Hours Waived</td>
<td>5,028</td>
<td>4,127</td>
</tr>
<tr>
<td>Average amount per hour</td>
<td>$92.08</td>
<td>$98.13</td>
</tr>
<tr>
<td>Minimum Hours Required by FTE</td>
<td>750</td>
<td>750</td>
</tr>
<tr>
<td>Number of Hours above minimum</td>
<td>4,278</td>
<td>3,377</td>
</tr>
<tr>
<td>Dollars waived above minimum and basis for FY05 Allocation</td>
<td>$393,914</td>
<td>$317,381</td>
</tr>
<tr>
<td>Percent of Total Dollars Waived above Minimum</td>
<td>19.7%</td>
<td>17.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Dollars Waived</td>
<td>$448,655</td>
<td>$331,381</td>
</tr>
<tr>
<td>Hours Waived</td>
<td>4,699</td>
<td>3,557</td>
</tr>
<tr>
<td>Average amount per hour</td>
<td>$95.48</td>
<td>$101.33</td>
</tr>
<tr>
<td>Minimum Hours Required by FTE</td>
<td>750</td>
<td>750</td>
</tr>
<tr>
<td>Number of Hours above minimum</td>
<td>4,771</td>
<td>3,921</td>
</tr>
<tr>
<td>Dollars waived above minimum and basis for FY05 Allocation</td>
<td>$377,046</td>
<td>$240,477</td>
</tr>
<tr>
<td>Percent of Total Dollars Waived above Minimum</td>
<td>18.8%</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Dollars Waived</td>
<td>$139,415</td>
<td>$75,914</td>
</tr>
<tr>
<td>Hours Waived</td>
<td>3,118</td>
<td>2,678</td>
</tr>
<tr>
<td>Average amount per hour</td>
<td>$44.71</td>
<td>$52.04</td>
</tr>
<tr>
<td>Minimum Hours Required by FTE</td>
<td>450</td>
<td>450</td>
</tr>
<tr>
<td>Number of Hours above minimum</td>
<td>2,668</td>
<td>2,340</td>
</tr>
<tr>
<td>Dollars waived above minimum and basis for FY05 Allocation</td>
<td>$119,294</td>
<td>$74,524</td>
</tr>
<tr>
<td>Percent of Total Dollars Waived above Minimum</td>
<td>6.0%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Dollars Waived</td>
<td>$202,071</td>
<td>$404,977</td>
</tr>
<tr>
<td>Hours Waived</td>
<td>372</td>
<td>4,127</td>
</tr>
<tr>
<td>Average amount per hour</td>
<td>$64.71</td>
<td>$98.13</td>
</tr>
<tr>
<td>Minimum Hours Required by FTE</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Number of Hours above minimum</td>
<td>2,659</td>
<td>3,377</td>
</tr>
<tr>
<td>Dollars waived above minimum and basis for FY05 Allocation</td>
<td>$4,659</td>
<td>$317,381</td>
</tr>
<tr>
<td>Percent of Total Dollars Waived above Minimum</td>
<td>0.2%</td>
<td>17.9%</td>
</tr>
</tbody>
</table>

### Differences from Previous Year
- Total Dollars Waived: $2,643,016 - ($2,535,677) = $147,339
- Hours Waived: 10,050 - 10,050 = 0
- Average amount per hour: $68.52 - $52.04 = $16.48
- Minimum Hours Required by FTE: 300 - 300 = 0
- Number of Hours above minimum: 29,005 - 29,005 = 0
- Dollars waived above minimum and basis for FY05 Allocation: $2,000,964 - $1,852,730 = $148,235
- Percent of Total Dollars Waived above Minimum: 0% - 0% = 0%
- Difference from Previous Year: 100.0% - 100.0% = 0%
AGENDA ITEM #32-c (3):

Reports.

Not Available Electronically.
AGENDA ITEM #32-c (4):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

The State Regents allocated $100,000 from appropriations made by the 2005 Oklahoma Legislature for the 2005-06 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to $1,500 per year, renewable for up to three additional years, are awarded to cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2005-06 academic year were special education, foreign language, science, math, and English. One hundred and four students at twenty-three institutions were approved for program participation for the 2005-06 academic year. Total expenditures for the awards were $93,414.

The attached report reflects the award distribution to each participating institution for the 2005-06 academic year.
## Future Teachers Scholarship
### 2005-06 Year End Report

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students on Program</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>8</td>
<td>$5,500</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>13</td>
<td>12,932</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>11</td>
<td>11,135</td>
</tr>
<tr>
<td>East Central University</td>
<td>9</td>
<td>4,506</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>28</td>
<td>33,875</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>3</td>
<td>2,366</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>1</td>
<td>1,500</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>3</td>
<td>3,500</td>
</tr>
<tr>
<td>Cameron University</td>
<td>5</td>
<td>4,125</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>3</td>
<td>3,000</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Connors State College</td>
<td>3</td>
<td>1,500</td>
</tr>
<tr>
<td>Eastern Oklahoma State College</td>
<td>1</td>
<td>250</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>2</td>
<td>1,000</td>
</tr>
<tr>
<td>Mid-America Christian University</td>
<td>2</td>
<td>1,000</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>2</td>
<td>1,321</td>
</tr>
<tr>
<td>Oklahoma City University</td>
<td>2</td>
<td>935</td>
</tr>
<tr>
<td>Oklahoma Wesleyan University</td>
<td>2</td>
<td>836</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>1</td>
<td>633</td>
</tr>
<tr>
<td>St. Gregory’s University</td>
<td>1</td>
<td>500</td>
</tr>
<tr>
<td>The University of Tulsa</td>
<td>1</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>104</strong></td>
<td><strong>$93,414</strong></td>
</tr>
</tbody>
</table>
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
June 29, 2006

AGENDA ITEM #32-c (5):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in the Oklahoma State System of Higher Education. Twenty-six students are eligible to be nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

The attached report reflects the awards to 20 students at participating institutions totaling $43,600 for the 2005-06 academic year.
<table>
<thead>
<tr>
<th>University</th>
<th>Student Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>Richard Columbus</td>
<td>3,000</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>Korby Pogue</td>
<td>3,000</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>Faith Livingston</td>
<td>2,400</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>Annie Page</td>
<td>2,400</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>Brian Harding</td>
<td>1,200</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>Vanessa Whitley</td>
<td>1,200</td>
</tr>
<tr>
<td>East Central University</td>
<td>Zachary Curry</td>
<td>2,400</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>Shannon Drayton</td>
<td>2,400</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>Chance Davis</td>
<td>2,400</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>Marcus Mallard</td>
<td>2,400</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>Cynthia Crizer</td>
<td>2,400</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>Erika Cerda</td>
<td>2,400</td>
</tr>
<tr>
<td>Connors State College</td>
<td>Billie Rae Spears</td>
<td>2,000</td>
</tr>
<tr>
<td>Murray State College</td>
<td>Mary Awalt</td>
<td>2,000</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>Kimberly Franks</td>
<td>2,000</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>Daniel Brown</td>
<td>2,000</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>Janita Chapman</td>
<td>2,000</td>
</tr>
<tr>
<td>Rose State College</td>
<td>Yancy Scott</td>
<td>2,000</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>Brittany Buzbee</td>
<td>2,000</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>Jeremy Atteberry</td>
<td>2,000</td>
</tr>
</tbody>
</table>

| Total                            |                        | 43,600  |
AGENDA ITEM #32-c (6):

Reports.

SUBJECT: Renee Neuwald Memorial Scholarship 2005-06 Year End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The scholarship was created by private individuals to honor the lifelong contributions of Renee Neuwald to the teaching profession. The goal of the Renee Neuwald Memorial Scholarship is to provide scholarship opportunities to outstanding students with financial need who are graduates of Tulsa High School for Science and Technology. The State Regents are the fiscal agent for the $1,000 annual scholarship.

POLICY ISSUES:

None.

ANALYSIS:

For the 2005-06 academic year, Azania Jackson attending the University of Oklahoma and Tulsa Community College was awarded the Renee Neuwald Memorial Scholarship in the amount of $1,000.
AGENDA ITEM #32-c (7):

Reports.

SUBJECT: George and Donna Nigh Scholarship 2005-06 Year-End Report.

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The 1999 Oklahoma Legislature authorized the State Regents to establish the George and Donna Nigh Scholarship as a part of the George and Donna Nigh Public Service Institute. The goal of the Institute is to provide scholarship opportunities to outstanding students who are preparing for careers in public service. Both public and private colleges in Oklahoma may nominate students. A component of the scholarship program is participation in seminars on public service offered by the Institute.

Institute officials select the scholarship recipients. The State Regents’ staff disburse scholarship funds to the universities on behalf of the recipients.

ANALYSIS:

For the spring 2006 semester, each recipient of the George and Donna Nigh Scholarship was awarded $1,000 and participated in leadership academies offered through the Nigh Institute. Attached is a roster of recipients who received awards totaling $30,000.
<table>
<thead>
<tr>
<th>University</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron University</td>
<td>Frank Myers, III</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>Tyler Atkinson</td>
</tr>
<tr>
<td>Connors State College</td>
<td>Brian Womack</td>
</tr>
<tr>
<td>East Central University</td>
<td>Thomas Pack</td>
</tr>
<tr>
<td>Eastern Oklahoma State College</td>
<td>Johni Beth Gibbs</td>
</tr>
<tr>
<td>Langston University</td>
<td>Ashley Burdex</td>
</tr>
<tr>
<td>Murray State College</td>
<td>Frank Roberts</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>Breanna Walker</td>
</tr>
<tr>
<td>Northern Oklahoma A&amp;M</td>
<td>Nikolaus Atkinson</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>Jeff Seymour</td>
</tr>
<tr>
<td>Northern Oklahoma College-Enid</td>
<td>Trent Short</td>
</tr>
<tr>
<td>Northwestern Oklahoma State Univ</td>
<td>Helena Plett</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>Heather Rountree</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>Carlos Robinson</td>
</tr>
<tr>
<td>Oklahoma City University</td>
<td>Michael Cooper</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>Haley Faulkenberry</td>
</tr>
<tr>
<td>Oklahoma State University – Oklahoma City</td>
<td>Amanda Klotz</td>
</tr>
<tr>
<td>Oklahoma State University – Okmulgee</td>
<td>James Thye</td>
</tr>
<tr>
<td>Redlands Community College</td>
<td>Stephany Speck</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>Bree Bedsworth</td>
</tr>
<tr>
<td>Rose State College</td>
<td>Logan Reynolds</td>
</tr>
<tr>
<td>Seminole State College</td>
<td>Miranda White</td>
</tr>
<tr>
<td>Southeastern Oklahoma State Univ</td>
<td>Wayne Janoe</td>
</tr>
<tr>
<td>Southwestern Oklahoma State Univ</td>
<td>Scott Townley</td>
</tr>
<tr>
<td>St. Gregory’s University</td>
<td>Michael Brzozowski</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>Olaf Standley, IV</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>Brant Cale</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>Marcie Price</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>Craig Lavoie</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>Chase Harvick</td>
</tr>
</tbody>
</table>
AGENDA ITEM #32-c (8):

Reports.


RECOMMENDATION:

This item is for information only.

BACKGROUND:

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

ANALYSIS:

Seventeen students received awards during the 2005-06 academic year at an award level of $1,000 each. The recipients attended seven different Oklahoma institutions: 5 attended the University of Oklahoma, 4 attended Oklahoma State University, 2 attended Tulsa Community College, and 3 attended the University of Tulsa. Each of the following institutions had one student participating in the scholarship program: Rogers State University, University of Central Oklahoma, and Northeastern Oklahoma A&M College. Total expenditures for awards in 2005-06 was $17,000.
<table>
<thead>
<tr>
<th>Name</th>
<th>High School</th>
<th>College</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shar’Day Love</td>
<td>Tulsa School of Arts and Science</td>
<td>TCC</td>
<td>1,000</td>
</tr>
<tr>
<td>Iman Williams</td>
<td>Memorial High School</td>
<td>OSU</td>
<td>1,000</td>
</tr>
<tr>
<td>Vivian Porter</td>
<td>East Central High School</td>
<td>OU</td>
<td>1,000</td>
</tr>
<tr>
<td>Jessica Powell</td>
<td>East Central High School</td>
<td>TCC</td>
<td>1,000</td>
</tr>
<tr>
<td>Keith Marks</td>
<td>Thomas Edison High School</td>
<td>UCO</td>
<td>1,000</td>
</tr>
<tr>
<td>Jasmine Daviston</td>
<td>Thomas Edison High School</td>
<td>OSU</td>
<td>1,000</td>
</tr>
<tr>
<td>Sophia Shwayyat</td>
<td>Booker T. Washington High School</td>
<td>TU/TCC</td>
<td>1,000</td>
</tr>
<tr>
<td>Michael Tran</td>
<td>Booker T. Washington High School</td>
<td>OU</td>
<td>1,000</td>
</tr>
<tr>
<td>Nicholas Ryan</td>
<td>Daniel Webster High School</td>
<td>OU</td>
<td>1,000</td>
</tr>
<tr>
<td>Warren Sumpter</td>
<td>Daniel Webster High School</td>
<td>TU</td>
<td>1,000</td>
</tr>
<tr>
<td>Aeriel Gresham</td>
<td>Will Rogers High School</td>
<td>TU</td>
<td>1,000</td>
</tr>
<tr>
<td>Aaron Hall</td>
<td>Will Rogers High School</td>
<td>RSU</td>
<td>1,000</td>
</tr>
<tr>
<td>Azania Jackson</td>
<td>Tulsa School for Science and Technology</td>
<td>OU/TCC</td>
<td>1,000</td>
</tr>
<tr>
<td>Johnisha Smith</td>
<td>Tulsa School for Science and Technology</td>
<td>OU</td>
<td>1,000</td>
</tr>
<tr>
<td>Rocio Torees</td>
<td>Central High School</td>
<td>OSU</td>
<td>1,000</td>
</tr>
<tr>
<td>Sheldon Griffin</td>
<td>Central High School</td>
<td>NEO</td>
<td>1,000</td>
</tr>
<tr>
<td>Michael Turner</td>
<td>Nathan Hale High School</td>
<td>OSU</td>
<td>1,000</td>
</tr>
</tbody>
</table>
AGENDA ITEM #32-c (9):

Reports.

SUBJECT: Regional University Baccalaureate Scholarship
2005-06 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $800,000 from appropriations made by the 2005 Oklahoma Legislature for the 2005-06 Regional University Baccalaureate Scholarship. This scholarship provides academically promising students awards of $3,000 per year for tuition, fees, room and board, and required textbooks or materials for up to four years, or eight semesters, of undergraduate study at regional universities in The Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma.

POLICY ISSUES:

None.

ANALYSIS:

There were 263 participants in the Regional Baccalaureate Scholarship Program for the 2005-06 academic year. As reflected on the attached report, expenditures for the 2005-06 academic year totaled $780,000.
<table>
<thead>
<tr>
<th>University</th>
<th>Students</th>
<th>2005-06 Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Central Oklahoma</td>
<td>47</td>
<td>$139,500</td>
</tr>
<tr>
<td>East Central University</td>
<td>32</td>
<td>96,000</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>44</td>
<td>129,000</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>10</td>
<td>25,500</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>12</td>
<td>36,000</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>20</td>
<td>61,500</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>52</td>
<td>156,000</td>
</tr>
<tr>
<td>Cameron University</td>
<td>20</td>
<td>58,500</td>
</tr>
<tr>
<td>Langston University</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>2</td>
<td>6,000</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>24</td>
<td>72,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>263</strong></td>
<td><strong>$780,000</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #32-c (10):

Reports.

SUBJECT: Student Data Report, 2004-05

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Student Data Report: Oklahoma Higher Education 2004-05 is the 23rd annual publication of comprehensive student data from the State Regents’ Unitized Data System (UDS).

POLICY ISSUES:

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

ANALYSIS:

The following are some highlights from the report.

- The projection of high school graduates shows a gradual decline from 38,109 in 2003-04 to 36,980 in 2006-07, followed by a peak of 37,461 in 2007-08, then a steeper decline to 34,742 in 2013-14.

- In 2001, Oklahoma was 0.5 of a point below the national ACT mean scores. From 2002 to 2004, Oklahoma narrowed the gap to 0.3 of a point below the national ACT score. In 2005, Oklahoma was again 0.5 of a point below the national ACT score.

- Public higher education headcount enrollment decreased from 216,400 in 1995-96 to 209,371 in 1997-98, then generally increased to 238,245 in 2004-05.

- At the public institutions, females outnumbered males in 2004-05 by 57 percent to 43 percent. In 1962, males outnumbered females in Oklahoma higher education by 65 percent to 35 percent. In the fall of 1972, males outnumbered females by 60 percent to 40 percent.

- At the public institutions, Education was the most popular field of study in 2004-05 with 24,794 (10.4 percent) students enrolled. Business Management was second with 22,747 (9.5 percent) students enrolled. In 2003-04 and 2002-03, Business Management was first and Education was second. These have been the top two fields since the first Student Data Report was published in 1982-83.
The most recent three-year average college-going rate direct from high school was 57.5 percent.

Overall, the number of new freshmen increased 17.4 percent from 34,074 in 2000-01 to 39,989 in 2004-05. The number of new freshmen decreased two of the past five years; the largest percentage increase (9.4 percent) was between 2002-03 and 2003-04.

From 1995-96 to 2004-05, persistence rates (within the state) for new freshmen increased from 87.9 to 91.2 percent at the research universities, from 76.6 percent to 78.2 percent at the regional universities, and from 62.7 to 67.0 percent at the community colleges. Persistence rates (within the institution) for new freshmen increased from 75.3 to 81.8 percent at the research universities, increased from 62.1 to 64.3 percent at the regional universities, and increased from 49.1 to 55.3 percent at the community colleges.

From 1996-97 to 2004-05, six-year graduation rates (within the state) for new freshmen increased from 50.7 to 62.8 percent at the research universities and from 35.4 to 40.1 percent at the regional universities. At community colleges, three-year graduation rates (within the state) for new freshmen increased from 16.5 to 18.9 percent. Six-year graduation rates (within the institution) for new freshmen increased from 44.8 to 57.6 percent at the research universities and from 27.8 to 33.0 percent at the regional universities. At community colleges, three-year graduation rates (within the institution) for new freshmen increased from 14.4 to 18.3 percent.

The Student Data Report will be available at www.okhigher.org under Studies and Reports.
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OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

Minutes of the Six Hundred Ninety - First Meeting
of the
Oklahoma State Regents for Higher Education
April 27, 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 Thursday, April 27,
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, Jr., Marlin
“Ike” Glass, Carl Renfro, James Harrel, Cheryl Hunter and John Massey.

3. MINUTES OF THE PREVIOUS MEETING. Regent White made a motion, seconded by
Regent Parker, to approve the minutes of the State Regents’ Regular Meeting on March 23, 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 noted that this meeting was the final
meeting for Regent Glass. In addition, she discussed the Economic Development Partnership
Recognition reception held on April 26.

5. REPORT OF THE CHANCELLOR. Chancellor Risser discussed the Business of Oklahoma’s
Public Higher Education outlining the relationship between the future of Oklahoma’s businesses
and higher education funding.

6. INTRODUCTION OF NEW PRESIDENT. Chancellor Risser introduced Paul Sechrist, the
President of Oklahoma City Community College. President Sechrist provided the Regents with a
brochure highlighting OCCC’s accomplishments and summarized the mission and goals of the college.

7. **EARLY CHILDHOOD EDUCATION INSTITUTE.** Bill Ray and Dr. Debra Rogers of OU-Tulsa provided and updated on the early childhood education institute. OU-Tulsa has concluded a year-long search for a new director and is collaborating with the Kaiser Family Foundation and TCC to ensure the creation of a high-quality program that meets the needs of the students and the community.

8. **NEW PROGRAMS.** Dr. Phil Moss outlined the requests for new programs. Regent Parker made a motion, seconded by Regent Price, to approve the following requests for new programs:
   a. University of Oklahoma requested to offer the Master of Arts in Applied Linguistic Anthropology; and
   b. Rose State College requested to offer the Certificate in Realtime Voicewriting.

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

9. **PROGRAM DELETION.** Regent Glass made a motion, seconded by Regent Price, to approve the following institutional request for program deletions: Connors State College (CSC) requested authorization to delete the Associate in Science in Chemistry (010) and the Associate in Science in Pre-Medicine/Dental/Pharmacy (033). Voting for the motion were Regents White, Price, Parker, Glass, Renfro, Harrel, Hunter, and Massey. Voting against the motion were none.

10. **AMERICAN DIPLOMA PROJECT.** Chancellor Risser and Dr. Phil Moss reviewed the report on activities related to the American Diploma Project statewide alignment initiatives. Oklahoma is one of 22 states participating in the project which seeks to align high school standards and assessments with the knowledge and skills required for success after high school; require all high school graduates to take challenging courses that actually prepare them for life after high school; streamline the assessment system so that the tests students take in high school also can serve as
readiness tests for college and work; hold high schools accountable for graduating students who are ready for college or careers; and hold postsecondary institutions accountable for students’ success once enrolled. This item was for informational purposes only and required no action.

11. **COOPERATIVE ALLIANCES.** Dr. Debra Stuart outlined cooperative alliance agreements between Rose State College and Mid-Del Technology Center; Oklahoma State University Technical Branch-Okmulgee (OSUTB-OKM)/Northern Oklahoma College and Meridian Technology Center; OSUTB-OKM/Rogers State University/Northeastern Oklahoma A&M College and Northeast Technology Center; and OSUTB-OKM/Seminole State College and Wes Watkins Technology Center. Dr. Stuart also provided a report on technical course equivalence and outlined the academic service fees. Regent Price requested an annual report to the Board concerning the fees.

Regent Price made a motion, seconded by Regent Massey to approve these cooperative alliance agreements. Voting for the motion were Regents Parker, Price, Glass, Renfro, Harrel, Hunter, Massey, and White. Voting against the motion were none.

12. **ACADEMIC PLANS.** Regent Glass made a motion, seconded by Regent Massey, to accept the academic plans submitted by twenty-four institutions. Voting for the motion were Regents Price, Glass, Renfro, Harrel, Hunter, Massey, White and Parker. Voting against the motion were none.

13. **EPAS.** Dr. Kermit McMurry and Dr. Cindy Brown reported on the Oklahoma Educational Planning and Assessment System (EPAS) initiative. Project EPAS was created to strengthen student academic preparation. Three Oklahoma counties have been selected for more focused attention by OSRHE student preparation staff. Staff plan to meet with school district superintendents in each county to explain the benefits and responsibilities of participating in Project EPAS and, upon the superintendent’s approval, a meeting will be scheduled with school staff to discuss strategies for improving teaching and learning in the classroom. This item was for informational purposes only and required no action.
14. **TUITION AND FEES.** Regent White outlined the posting of changes to academic service fees and the request for approval of FY07 tuition and fee guidelines. Regent White made a motion, seconded by Regent Burgess, to approve the allocations. Voting for the motion were Regents Hunter, Massey, Burgess, White, Price, Parker, Glass, Renfro and Harrel. Voting against the motion were none.

14.1. **SUPPLEMENTAL ALLOCATION.** Maryanne Maletz summarized the requests for supplemental allocations for (a) a FY-06 supplemental appropriation in an amount not to exceed $18,506,161 that would be used only in the event lottery revenues are unavailable for funding debt service requirements; and (b) $4,600,000 for student scholarship awards to the Oklahoma Higher Learning Access Program. Regent Burgess made a motion, seconded by Regent Parker, to approve the supplemental allocations. Voting for the motion were Regents Massey, Burgess, White, Price, Parker, Glass, Renfro, Harrel and Hunter. Voting against the motion were none.

15. **POLICY.** Regent Parker recapped the suggested amendment to the policy on asset allocation which would group the asset classes according to three strategies: growth assets; risk reduction assets; and inflation protected assets. Regent Parker made a motion, seconded by Regent White, to approve the amendment to the policy. Voting for the motion were Regents Burgess, White, Price, Parker, Glass, Renfro, Harrel, Hunter and Massey. Voting against the motion were none.

16. **INVESTMENT MANAGERS.** Regent Parker reviewed ratification of investment managers and made a motion, seconded by Regent White, to approve the managers for the absolute return strategy. Voting for the motion were Regents White, Price, Parker, Glass, Renfro, Harrel, Hunter, Massey and Burgess. Voting against the motion were none.

17. **EPScOR.** Regent White made a motion, seconded by Regent Price, to approve the EPScOR agreement with Oklahoma State University to serve as the fiscal agent for the National Science Foundation and the allocation of $1 million for the Research Infrastructure Improvement Plan, as well as the allocation of $500,000 for the second year of a three year grant for Research and
Education in Nanotechnology. Voting for the motion were Regents Price, Parker, Glass, Renfro, Harrel, Hunter, Massey, Burgess and White. Voting against the motion were none.

18. **CIMARRON BROADBAND PROJECTS.** Regent Burgess outlined the requirements of the sale agreement for the Cimarron Broadband fiber asset and associated Indefeasible Right of Use (IRU). Regent Burgess made a motion, seconded by Regent Parker, to approve the sale agreement and to authorize staff to move forward with completing the process. Voting for the motion were Regents Parker, Glass, Renfro, Harrel, Hunter, Massey, Burgess, White and Price. Voting against the motion were none.

19. **EMPLOYMENT OUTCOMES REPORT.** Dr. Jim Purcell provided an update on the Employment Outcomes Report which is designed to study the value of public higher education in the state of Oklahoma. The report analyzes data for graduates of Oklahoma public colleges and universities one year and five years after graduation. Regent White made a motion, seconded by Regent Burgess, to accept the report. Voting for the motion were Regents Glass, Renfro, Harrel, Hunter, White, Massey, Burgess and Parker. Voting against the motion were none.

20. **EXECUTIVE SESSION.** Regent Parker made a motion, seconded by Regent Burgess, for the State Regents to go into executive session. Voting for the motion were Regents Renfro, Harrel, Hunter, Massey, Burgess, White, Price, Parker and Glass. Voting against the motion were none. Voting to return to open session were Regents Harrel, Hunter, Massey, Burgess, White, Price, Parker, Glass and Renfro.

21. **CONSENT DOCKET.** Regent Harrel made a motion, seconded by Regent Renfro, to approve the following consent docket items:

   a. Approval of institutional requests for program modifications.

   b. Approval of institutional requests for final approval and review schedule extensions for existing programs.
c. Approval of Cameron University’s (CU) request for degree program inventory reconciliation.
d. Ratification of GEAR UP college access subgrants to Oklahoma school districts and school sites.
e. Ratification of capital allotments.
f (1). Ratification of purchases of $25,000 and above.
f (2). Acceptance of program specific audit on Cimarron Broadband Project, year-ended 6/30/05.
g. Ratification of a posthumous degree requests from Rose State College, Oklahoma Panhandle State University, the University of Oklahoma Health Sciences Center, Oklahoma State University and ratification of honorary degree for Oklahoma State University.

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

22. REPORTS. Regent Renfro made a motion, seconded by Regent Massey, to accept the following reports:

b. Annual Reports.
   (1) Federal Teacher Education Report.
   (2) Policy Reporting Survey.

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

23. 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 discussed regional university baccalaureate scholarships.
b. Budget and Audit Committee. Regent White reported that all of the Committee’s items had been acted on and that the Committee also discussed a proposed operational review of the guaranteed student loan program.

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 upcoming tuition hearing.

d. Technology Committee. Regent Burgess reported that all of the Committee’s items had been acted on and that the Committee was informed that Oklahoma began actively passing network traffic on the National LambdaRail on April 7.

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

24. NEW BUSINESS. No new business was brought before the Regents. However, Chairman Hunter announced that this meeting was Regent Glass’s last meeting and thanked him for his service to higher education. Regent Glass was given a standing ovation.

25. ANNOUNCEMENT OF NEXT REGULAR MEETING. Chairman Hunter announced that the next regular meeting of the State Regents would be held at 1:00 p.m. on Friday, May 26, 2006, at the State Regents’ offices in Oklahoma City.

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

ATTEST:

Cheryl Hunter, Chairman                     Bill Burgess, Secretary