NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 30, 2003 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to www.okhighered.org State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents’ approval or acceptance on May 30, 2003.
AGENDA

Friday, May 30, 2003--1 p.m.
State Regents’ Conference Room, 655 Research Parkway, Suite 200
Chairman Carl Renfro Presiding

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

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

3. Minutes of Previous Meetings. Approval of minutes.


STUDENTS


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

ACADEMIC

7. Policy--System.
   a. Approval of revisions to consolidate the “Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs,” “Policy and Procedures Pertaining to Off-Campus Programs and Courses,” and “Oklahoma Learning Site Policies and Procedures.” Page 3.
   b. Approval of revisions to the “Policy Statement on Admission of Students for Whom English is a Second Language,” adding the IELTS examination as an alternative to the TOEFL for admission of students for whom English is a second language. Page 23.
   c. Posting of revisions to the “Policy Statement on Admission to, Retention in, and Transfer Among Colleges and Universities of the State System,” adding Advanced Placement Statistics as an option to fulfill the mathematics requirement for the 15-unit high school core curriculum for college admission. Page 33.
e. Approval of exception to Oklahoma Tuition Aid Grant program procedures to extend the application deadline for students recently called to active military service. Page 45.

f. Approval of exception to Oklahoma Higher Learning Access Program policy to extend the five-year limitation on use of the scholarship for students recently called to active military service. Page 47.

g. Approval of revised FY 04 Oklahoma Tuition Aid Grant Award Payment Schedule. Page 47.1.

8. **New Programs.**

   a. University of Oklahoma. Approval of request to offer the Master of Arts in Native American Studies and Bachelor of Arts in Human Relations. Page 49.

   b. Oklahoma State University - Oklahoma City. Approval of request to offer the Associate in Applied Science in Applied Trades Technology and Associate in Applied Science in Emergency Medical Services--Municipal Fire Protection. Page 55.

   c. Northwestern Oklahoma State University. Approval of request to offer the Bachelor of Applied Arts and Sciences in Technical Management. Page 61.

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

10. **Technical-Occupational Program Review.** Approval of reports and recommendations regarding technical-occupational degree programs at Oklahoma State University-Oklahoma City and Oklahoma State University Technical Branch-Okmulgee. Page 67.


12. **Child Care Education.** Report and approval of contract between the Department of Human Services and the State Regents for FY 04 for two-year colleges to continue to provide educational opportunities to child care staff working in licensed child care facilities in Oklahoma. Page 77.

13. **Oklahoma Student Preparation for College.**


**FISCAL**

14. **E&G Budgets.** Approval of allocation of state-appropriated funds to institutions and programs for FY 04. Page 101.
15. **Tuition and Fees.**
a. Approval of Tuition and Fee Policy amendments. Page 103.
b. Posting of tuition and fee mandatory limits and requests from institutions for change in academic service fee for FY 04. Page 119.


17.1. **Research Matching.** Approval of allocation of matching funds to Langston University. Page 134.1.

**EXECUTIVE**

18. **Brain Gain Funding.** Approval of allocation of FY 04 Brain Gain funding. Page 135.


20. **Investments.** Approval of possible recommendation relating to target asset allocations for the State Regents’ Endowment Fund. Page 139.


22. **Commendations.** Recognition of State Regents’ staff for service and recognitions on state and national projects. Page 143.

**CONSENT DOCKET**

23. **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 145.

      (2) Ratification of institutional requests for program suspensions. Page 153.

      (3) Final approval of and review schedule extensions for existing degree programs. Page 155.

      (4) Ratification of institutional request for program reinstatement. Page 161.

   b. **Electronic Offerings.** Approval of Oklahoma State University Center for Health Sciences’ request for final approval to offer the Master of Forensic Science Administration via electronic delivery. Page 163.


e. Minority Teacher Recruitment Center.
   (1) Approval of amendment to rules for the Minority Teacher Recruitment Center. Page 173.
   (2) Ratification of contract for high school and middle school teacher recruitment curriculum development. Page 177.


g. Agency Operations.
   (1) Ratification of purchases of $25,000 and above. Page 185.
   (2) Ratification of Research Assistantship Agreement with Oklahoma State University. Page 187.

   (1) Ratification of University of Oklahoma honorary degree request.
   (2) Ratification of request from University of Oklahoma to confer a posthumous degree.
   (3) Ratification of request from University of Oklahoma School of Law to confer a posthumous degree.
   (3) Ratification of request from Oklahoma State University to confer a posthumous degree.


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


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

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

29. **Announcement of Next Regular Meeting--**9 a.m., Monday, June 30, 2003, at the State Regents’ Office.

30. **Adjournment.**
24. **Reports.**


   c. Annual Reports.


      3. Regional University Baccalaureate Scholarship, FY 03. Page 231.


      5. Future Teachers Scholarship Program, FY 03. Page 235.


      7. Neuwald Scholarship, FY 03. Page 239.


AGENDA ITEM #5:

Chancellor's Scholars

SUBJECT: FY 2004 Awards

RECOMMENDATION:

It is recommended that the State Regents approve individuals listed below as Chancellor's Scholars for the 2003-2004 academic year and authorize 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, staff, and State Regents have contributed honoraria to the fund over the years. Chancellor Paul Risser continues the traditions of the program which honors not only Chancellor Brisch but the office of Chancellor and all individuals who hold that office. Chancellor Risser has likewise contributed professional honoraria to the Chancellor’s Scholarship Program corpus.

POLICY:

The Chancellor’s Scholarship Program policy requires Chancellor's 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 freshmen with high academic achievement.

STAFF ANALYSIS:

Individuals chosen as Chancellor's Scholars will bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment. The Chancellor’s Scholars Judges evaluated 99 nominees for the FY 04 award and identified the top three candidates. It is recommended that the State Regents approve the three FY 04 Chancellor’s Scholars recipients as follows:

Ruth Bobbitt, Deer Creek –Lamont
Rebecca Pace, Edmond Santa Fe
Kyle Eastwood, Mountain View-Gotebo
AGENDA ITEM #7-a:

Policy--System

SUBJECT: Approval of the combined Electronic Media Policy, Off-Campus Policy, and Learning Site Policy.

RECOMMENDATION:

It is recommended that the State Regents approve the “Policies and Procedures Pertaining to the Delivery of Electronically Delivered and Traditional Off-Campus Courses and Programs” and authorize deletion of the three policies it replaces: “Policies and Procedures Pertaining to the Electronic Delivery of Courses And Programs,” “Policy and Procedures Pertaining to Off-Campus Programs and Courses,” and “Oklahoma Learning Site Policies and Procedures.”

BACKGROUND:

In 1988 the State Regents adopted the “Educational Outreach General Policy – Policies and Procedures Pertaining to Off-Campus Programs and Courses.” This policy served as the umbrella policy for both electronic media and off-campus courses and programs. In 1994, the Council on Instruction and State Regents’ staff recommended that the electronic media and off-campus policies be separated because the policy was dated and “…no longer provides the institutional flexibility coupled with the appropriate State Regents’ oversight to serve the increasing population of nontraditional learners, particularly as it relates to emerging technologies….” The Off-Campus Policy was adopted in September 1994 and the separate Electronic Media Policy was adopted in June 1995.

In 1999 the State Regents adopted the “Oklahoma Learning Site Policies and Procedures.” The policy was developed in response to a 1998 National Center for Higher Education Management Systems (NCHEMS) report that found 93 percent of the state’s population is within 30 miles of an existing campus or site, but also found that 63 of Oklahoma’s 77 counties had unmet higher education needs of some kind. The Learning Site Policy was designed to encourage the creation of a proactive, equitable means of using higher education resources to address unmet higher education needs in communities around the state. This policy was designed to operate under the umbrella of the Electronic Media Policy.

For the past three years, the Council on Instruction has been working with State Regents’ staff to combine the three policies to eliminate confusion and streamline procedures and requirements for institutions relative to electronic media, off-campus, and learning site activities.

POLICY ISSUES:

The three policies, “Policies and Procedures Pertaining to the Electronic Delivery of Courses And Programs,” “Policy and Procedures Pertaining to Off-Campus Programs and Courses,” and “Oklahoma Learning Site Policies and Procedures,” have been combined into one document. A substantial change
was made beyond eliminating large sections of duplicative or unnecessary policy sections and merging sections (academic standards, fiscal provisions, reporting) that involve the electronic media program approval process. This change allows an institution that has successfully completed a best practice review and received provisional and continuing (final) approval of an electronic delivery program to offer additional programs via electronic media without going through this process. The change is based on the principle that once an institution has been through the electronic media program approval process and has reviewed, developed, and instituted best practices, the institutional capacity to offer quality electronic media programs is assured. The change is underscored in the attached policy draft.

The proposed policy revision will replace the existing Electronic Media, Off-Campus, and Learning Site policies. Replacement requires deletion of the three separate policies. They are available for review in a supplemental document.

ANALYSIS:

Throughout the history of these policies, there has been a need to address changes amid a dynamic policy environment that is impacted by emerging technological changes. Within this context, the three policies were created separately and it is an appropriate time to combine them. The policy draft reflects an initiative to eliminate confusion among the three policies and streamline processes. Separately, the three policies had a total of 19 sections; the new policy has eight sections. A summary of the policy sections is provided below.

**Part I – Authorization, Purpose, and Definitions.** This section combines the elements of the three policies, and the definition of distance education was updated.

**Part II – Educational Standards for Courses and Programs.** Applicability of credit and academic credit sections from the Electronic Media and Off-Campus policies were combined with some changes. Other issues addressed in this section include institutional assessment, copyright and intellectual property, and courses and programs offered out-of-state by Oklahoma colleges and universities. Additionally, requirements for out-of-state colleges offering courses and programs in Oklahoma were incorporated into this section.

**Part III – Electronic Media Program Approval Process.** As outlined above, this section contains a substantive change relating to electronic media program approval. Once an institution has successfully completed a best practice review and received provisional and continuing (final) approval of an electronic delivery program, existing programs may be considered for electronic delivery that do not require the two-step approval method described above. The process for requesting additional existing programs for electronic delivery is for the President to send a letter to the Chancellor and provide the following information: 1) the name of the program, 2) delivery method/s, 3) information related to population served and student demand, 4) cost and financing, and 5) any substantial updates to previous best practices reviews.

**Part IV – Traditional Off-Campus Geographic Service Areas and Procedures.** Minor editorial changes were made in this section. Additionally, two sections were moved to Part II. An unrelated change to the policy described herein pertains to the need to move Rogers State University from a two-year geographic service area map to the four-year map. Both institutions are working through the changes.
Part V – Oklahoma Learning Sites. Some editorial changes were made to this policy, and a planning requirement was removed. It was determined that individual institutions are better positioned to identify the “highest priority unmet educational needs.”

Part VI – Fiscal Provisions. Direct instructional cost is defined and sections from the electronic and off-campus policies were combined. Additionally, the fiscal section from the learning site policy was moved to this section.

Part VII – Reporting. This section combines the electronic media and off-campus sections and adds that institutions will annually report on learning site operations in the Academic Plan. It also states that periodic reports will be provided to the State Regents.

Part VIII – Policy Review. This section calls for the regular review of the policy and provides benchmarks for evaluating its effectiveness.

The Council on Instruction and the Presidents Council approved the policy draft in February 2003 and March 2003, respectively. The consolidated policy will be effective upon State Regents’ approval.

It is recommended that the State Regents approve the policy as outlined above.

Attachment
POLICIES AND PROCEDURES
PERTAINING TO THE DELIVERY OF
ELECTRONICALLY DELIVERED AND TRADITIONAL
OFF-CAMPUS COURSES AND PROGRAMS

PART I - AUTHORIZATION, PURPOSE, AND DEFINITIONS

A. Basis of Authorization

Article XIII-A of the Constitution of Oklahoma authorizes continuing education, extension, and public service education as designated by the State Regents as part of the functions and courses of study of the institutions comprising The Oklahoma State System of Higher Education (70 O.S. 1981, Section 2252). The State Regents have assigned each institution an extension and public service function with the scope of the activity varying by institutional tier (see Policy on Functions of Public Institutions II-2-24).

B. Purpose of Policy

The purpose of this policy is to establish standards and procedures for offering electronic media and traditional off-campus courses and programs and for the operation of designated learning sites.

Electronic and Traditional Off-Campus Courses and Programs. The policy applies to courses and programs delivered by Oklahoma State System institutions both within and outside of the state of Oklahoma.

The use of electronic media and traditional off-campus instruction can and should be applied to the multiple goals of the Oklahoma college and university system: (1) to extend access to place- and time-bound students; (2) to improve the achievement and skill level of students, whether in traditional campus programs, distance learning, or in traditional off-campus settings, by actively engaging them in the learning process; (3) to improve the linkages between Oklahoma higher education and other sectors of education; and (4) to be a force for the dissemination of information and knowledge to business, government, and community organizations.

The policy builds on the programmatic strengths and the existing capabilities of the State System institutions respectively. Institutions are responsible for ascertaining and aggressively meeting the educational needs in their respective communities as guided by their function statement. In serving these needs, institutions are encouraged to utilize the programmatic and course expertise of sister institutions. The electronic delivery of programs and courses should be used to enhance efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary educational opportunities to Oklahoma citizens. Above all, the policy is intended to promote systemwide cooperation and collaboration.

1This policy selectively incorporates language and standards from "Guidelines for Distance Learning Programs" by Middle States Association of Colleges and Schools Commission on Higher Education, 1997; from "Technology 2000: Recommendations on the Utilization of Information Technology in Oklahoma Higher Education System" by James R. Mingle, 1997; and from North Central Association Commission on Institutions of Higher Education "Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs," 1995.
Learning Sites. This policy provides the foundation for the development of a proactive, equitable means of using higher education resources to address unmet needs in communities around the state. These needs should be met through the use of electronic media and other innovative methods. The State Regents designated each of Oklahoma’s 25 public colleges and universities and the two higher education centers as learning sites in 1999. This designation carries with it the function and responsibility of ensuring that area higher education needs are met either through programs offered by the responsible institutions or by another institution.

C. Definitions

1. Program is defined as a sequentially organized series of educational experiences, most often identified as courses, designed to culminate in the awarding of an academic degree or certificate. Requests for new programs to be delivered electronically or by traditional off-campus delivery will be submitted in the same manner as on-campus programs (See Policy Statement on Program Approval). Programs offered through electronic media must also meet the requirements outlined in Part III of this policy.

2. Distance Education is a planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements.²

3. Electronic Media include, but are not necessarily limited to, television (cable, ITFS closed circuit, interactive video, satellite, broadcast), audio and computer conferencing, CD-ROM, radio, telephone instruction, Internet-based delivery, and combinations thereof.³

4. Traditional Off-Campus Courses and Programs are those taught for credit at a location which is remote from the main campus of the State System college or university and is not considered part of the college or university’s physical plant³.

5. Learning Site is a site designated by the State Regents with the function and responsibility of ensuring that higher education needs are met either through programs offered by the designated institution or importing courses from sister institutions.

PART II - EDUCATIONAL STANDARDS FOR COURSES AND PROGRAMS

A. Applicability of Credit

Credit awarded for the completion of courses offered through electronic media and traditional off-campus instruction is fully applicable toward the satisfaction of requirements for academic

² Michael Moore, director of The Center for the Study of Distance Education, Penn State University, from the text Distance Education: A Systems View, co-authored by Greg Kearsley [California: Wadsworth Publishing Company, 1996].

³ Courses and programs offered at higher education centers, branch campuses, or constituent agencies are not considered traditional off-campus or electronic media offerings as defined in this policy. Branch campuses and constituent agencies may offer courses or programs as indicated in Part V or as defined in the function policies.
degrees and certificates consistent with State Regents' and institutional residence and degree requirements

B. Academic Standards

No differences should exist in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. All State Regents' and institutional policies, standards, and guidelines for on-campus instruction apply to electronic and traditional off-campus instruction.

Electronic media and traditional off-campus courses and programs must meet the following academic standards:

1. The work shall be taught by a person qualified for appointment to the faculty of the college or university proposing to award the credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments. Faculty should be competent in the technology required for teaching at a distance.

2. The students shall have access to facilities and learning materials (textbooks, library, tapes, etc.) on essentially the same basis as students in the same course or courses taught at the main campus. This includes library privileges for students through interlibrary loan and/or electronic resource access, including online access to catalogs, databases, and other materials.

3. The course objectives, curriculum, and academic requirements shall be equivalent to those for the courses and programs as presented on campus. Methods for ensuring academic integrity should be established, such as methods for proctoring examinations or other student access.

4. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception is allowed for electronic instruction of course meeting time as defined in the “Standards Regarding Academic Calendars of Institutions and Undergraduate Academic Workload Standards in The Oklahoma State System of Higher Education.”

5. The standards for student admission, assessment, and retention shall be the same as those standards observed for the same courses and programs on the main campus. Similarly, the applicable concurrent enrollment policies apply (see Parts IA and ID of the Policy Statement on Admission to, Retention In, and Transfer Among Colleges and Universities of the State System).

6. Students shall have access to program guidance and academic support services including admissions, enrollment, advisement, financial aid, and related services on the same basis as the students located on the main campus. Students in electronic media courses/programs should also have access to appropriate technical support services.

7. Institutions hosting electronic media courses shall provide access to facilities that are well equipped and maintained. Additionally, students should have access to general electronic or computer resources necessary for successful completion of the class, including, but not
limited to, word processing and other productivity tools, e-mail, and Internet services. This would not include class-specific, specialized software programs, which should be provided by the originating institution.

C. **Institutional Assessment**

   1. Institutional policies governing faculty evaluation, including student evaluation of instruction, apply.

   2. Course and program assessment policies of the institution transcripting the course and the State Regents apply.

   3. Each college or university offering traditional off-campus and electronic media courses or programs will evaluate them as part of the college or university program review procedure required by the State Regents. Electronic media programs provisionally approved through Part III of this policy will be evaluated as described in that section.

D. **Copyright and Intellectual Property**

   1. All applicable copyright laws apply.

   2. All applicable institutional policies regulating intellectual property apply.

E. **Courses and programs offered out-of-state by Oklahoma Colleges and Universities**

   1. The Comprehensive Graduate Universities are authorized on a limited basis to carry out programs and projects on a national and international scale. Other colleges and universities seeking approval to offer out-of-state courses must ensure through documentation in a prescribed format that all applicable State Regents' policies are followed, with special attention given those pertaining to educational standards, fiscal provisions, and reporting.

   2. The primary responsibility of a State System college or university is to serve the citizens of the state of Oklahoma, therefore a college or university must document that offering courses out of state will in no way diminish the performance of that responsibility. That documentation--when audited and upon State Regents' approval certified--will be provided by the college or university to appropriate state agencies and accrediting associations in whose jurisdiction the courses are to be available and the college or university shall meet their requirements within those jurisdictions.

F. **Courses and programs offered by out-of-state colleges and universities in Oklahoma**

Out-of-state colleges and universities planning to offer courses for credit in Oklahoma may do so after satisfying the conditions contained in the Oklahoma State Regents' policy entitled "Policies and Procedures for Accreditation of Institutions of Higher Learning."
PART III - ELECTRONIC MEDIA PROGRAM APPROVAL PROCESS

State Regents' approval is required to electronically extend existing campus-based academic programs defined as follows: 1) if courses are offered in such a manner or location that an individual student can take 50 percent or more of the courses for the major electronically⁴; or 2) the program is advertised as available in electronic form. Criteria for provisional approval are based on qualitative consideration of the highest order and the compatibility of the requested offering with the institution's mission and capacity as defined below. Criteria for continuing approval will be based on a "best practices" review or, where appropriate, a joint North Central Association (NCA) evaluation as detailed below.

A. Provisional Approval

1. Approval Criteria: The program request must address the following information/criteria:

   a. The location(s) and/or students the program is designed to serve;

   b. Evidence of student and/or employer need for program in this learning mode;

   c. Demonstration that the program does not unnecessarily duplicate existing programs in the state (see Policy Statement on Program Approval);

   d. Appropriateness of the proposed technology to meet the program's objectives and demonstration that the institution possesses the equipment and technical expertise to offer the program in this mode of delivery;

   e. Coursework will be taught by persons qualified for appointment to the faculty of the discipline in the institution instructing the course. All appointments must be approved by the academic unit instructing the course and approved through established procedures for academic appointments. Provisions must be made for faculty support services and faculty training specifically related to teaching via the planned technology;

   f. Assurances that appropriate learning resources including library resources, laboratories, facilities, and equipment are available to students;

   g. Reasonable and adequate student access to the range of student services appropriate to support their learning including admissions, financial aid academic advising, business office services, placement and counseling, and technical support;

⁴ Major is defined as courses in the disciplines of the student’s major, excluding support courses, general education courses, and elective courses.
h. Provisions for appropriate real-time or delayed interaction between faculty and students and among students;

i. Plans to ensure the integrity of the student work and the credibility of degrees and credits awarded;

k. Provisions to ensure that advertising, recruiting, and admissions materials clearly and accurately represent the program and the services available; and

l. Cost and funding of the proposed program (see Policy Statement on Program Approval).

2. Procedures

The submitting institution and the State Regents for provisional approval of an existing academic program to be offered electronically will follow the following procedures.

a. The institutional president must submit a "letter of intent" to the Chancellor to initiate the request. The Chancellor will then inform the other institutional presidents of this request and provide the opportunity for comment. This "letter of intent" will be active for a period of one year.

b. The institutional governing board must approve the program request prior to the institutional president formally submitting the request to the Chancellor for the State Regents' consideration.

c. The request must be submitted with sufficient lead time prior to the desired semester offering of the program to allow for State Regents’ staff review and analysis.

d. The Chancellor will submit a recommendation to the State Regents. Prior to the formal submission of the recommendation, the institution will be informed of the Chancellor's recommendation.

e. The State Regents will take one of three actions: 1) disapprove the program with written explanation to the institution of the reasons for this action; 2) defer the program request until the institution meets specified criteria or provides additional information; or 3) provisionally approve the program for a specified period of time pending a "best practices" evaluation detailed in the following section.
B. Continuing Approval

During the period of provisional program approval, the institution is required to conduct an organized, rigorous, and thorough “best practices” review. Continuing program approval will be based upon the conduct of this “best practices” review; the plans for implementing the recommendations as a result of the review; review and approval of the North Central Association, as appropriate; and other productivity or qualitative standards that may be set at the time of provisional approval.

1. This “best practices” review will include:
   a. the systematic identification of the qualitative processes that contribute to high performing institutions in the particular mode of delivery and field experiences using external consultants to assist as needed in this process;
   b. the identification of quantitative benchmarks against which progress and success can be measured;
   c. the systematic survey of potential "best practice" sites both in the state of Oklahoma and outside the state to discover which institutions have been successful;
   d. site visits and/or personal interviews with key personnel at the "best practices" sites;
   e. a summary of findings; and
   f. an implementation plan for making the necessary improvements in processes to achieve "best practice" in this institutional program.

2. Additional evaluation of the provisionally approved program will include the following student success information:
   a. Students’ background, knowledge, and technology skills; and
   b. Assessment of student learning outcomes, student retention, and student and faculty satisfaction.

NCA requires an on-site visit for the first-time delivery of a program offered primarily through distance delivery methods; to add an instructional site, an evaluator's panel or on-site visit is required. Review and approval by NCA are required prior to the program receiving continuing approval by the State Regents.

The role of the State Regents' staff is to assist in the design of the "best practices" study and to solicit other participants initiating similar programs. State Regents' staff may serve as observers during any required NCA review.

Both the NCA, where appropriate, and the "best practices" reviews must be completed with results and institutional plans for implementation submitted to the State Regents prior to the
expiration of the provisional program approval. State Regents' approval is required for the program to continue beyond the provisionally approved time period.

Once an institution has successfully completed a best practice review and received provisional and continuing (final) approval of an electronic delivery program, existing programs may be considered for electronic delivery that do not require the two-step approval method described above. The process for requesting additional existing programs for electronic delivery is for the President to send the following information to the Chancellor: 1) the name of the program, 2) delivery method/s, 3) information related to population served and student demand, 4) cost and financing, and 5) provide any substantial updates to previous best practices reviews. The State Regents will consider the program request and take the appropriate action. If the program is approved, no additional action is required.

PART IV - TRADITIONAL OFF-CAMPUS GEOGRAPHIC SERVICE AREAS AND PROCEDURES

A. Introduction

This section outlines principles and procedures that colleges and universities will use to coordinate traditional off-campus offerings. Coordination with nearby colleges or universities should take place prior to proceeding with traditional off-campus offerings, particularly as it relates to duplication. Attached maps A and B are provided to clarify colleges' and universities' geographic perimeters.

B. Geographic Service Areas

The primary criterion is that each state college or university will have first priority for offering programs and courses consistent with its mission within its approved service area. However, no college or university may deliver higher education services at any site whose location is closer to another college or university than the college or university desiring to offer the service ("home rule") without having an off-campus agreement on file with the State Regents.

1. Two-Year Colleges. Map A defines the service areas in which the two-year institutions will have first priority for offering programs and courses consistent with their respective missions.

2. Regional Universities. Map B defines the service areas in which regional universities will have first priority for offering programs and courses consistent with their respective missions.

3. Comprehensive Universities. The comprehensive universities will have first priority for offering courses and programs consistent with their respective missions. In addition, to the extent resources are available, comprehensive universities are authorized to offer programs and courses on a national and international scale.

4. Branch Campuses and Constituent Agencies. Courses and programs generally may not be extended off campus from branch sites or constituent agencies. The technical branches have a statewide responsibility for offering unique technical or specialized
programs when expressed need is documented and when the institution's resources permit the meeting of that need.

5. **Unique Programs.** Colleges and universities with unique programs will also have statewide geographic responsibility for offering courses and programs when need is documented and resources are available.

6. **Existing authorization.** Existing authorization for programs that have a historical presence in a service area other than in the assigned service area of the college or university offering the program will be honored.

7. **Ardmore and McCurtain County Higher Education Programs.** Requests for traditional off-campus courses in the proximity of higher education centers will be coordinated with the appropriate center.

8. **Geographical conflicts.** When geographical conflicts occur, college or university officials with sufficient authority will meet to resolve the geographical conflict prior to proceeding with the course offering. Any geographical conflict not resolved at this level will be submitted to the Chancellor who may refer the issue to the Presidents' Academic Affairs Committee, which is advisory to the Chancellor. The State Regents will ultimately be responsible for conflict resolution.

C. **Program and Course Principles and Procedures**

1. **Courses and programs.** Courses and programs authorized for offering on campus at State System colleges and universities will form the basis for traditional off-campus offerings at State System colleges and universities.

2. **Requests for programs.** College and university requests for new traditional off-campus educational programs will be submitted in the same manner as on-campus program requests.

3. **Courses on-campus.** Colleges and universities may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.

4. **Courses off-campus.** A college or university may offer approved on-campus courses outside its geographic service area without separate approval by the State Regents providing that a college or university off-campus agreement exists with the college or university closer to the class site and is on file at the State Regents' office. Courses outside a college's or university's geographic service area shall be for a specified time period.

**PART V - OKLAHOMA LEARNING SITES**

A. **Introduction**

This policy provides the foundation for the development of a proactive, equitable means of using higher education resources to address unmet higher education needs in communities around the state.

A 1998 study conducted by the National Center for Higher Education Management Systems (NCHEMS) found that 93 percent of Oklahoma’s population is within 30 miles of an existing campus or site. However, it also found that 63 of Oklahoma’s 77 counties have unmet higher
education needs of some kind. These educational needs are in low population areas and are episodic in nature; thus the creation of centers, branch campuses, or other traditional higher education infrastructure is not warranted. These higher education needs will be met through this Learning Site Policy.

B. **State Goals, Objectives, and Strategies**

To achieve the potential and promise of learning sites, the following state goals with accompanying objectives are established. Also detailed are key strategies to achieve the state goals.

1. **Statement of Goals**
   
   a. Improve the quality of life of Oklahoma citizens.
   
   b. Improve Oklahoma’s rankings on national economic indicators – achieve a condition in which Oklahoma’s growth rate on national economic indicators is consistently above the national average.

2. In furtherance of these state goals, The Oklahoma State System of Higher Education is committed to pursuing a public agenda for higher education encompassing the following objectives:

   a. Provide access for citizens and employers in all geographic areas of the state to needed academic programs and associated support services.
   
   b. Enhance the capacity of Oklahoma’s colleges and universities to meet the needs of the individual and the corporate citizens of the state. This capacity should have these characteristics:
      
      (1) Accessibility: Oklahoma institutions will have the capacity to deliver educational content to all parts of the state at appropriate times and in appropriate formats.
      
      (2) Programmatic relevance: Consistent with this policy, Oklahoma institutions will have the capacity to provide needed programs or, if necessary, to acquire programs from out of state. The authority to acquire programs from out-of-state colleges and universities shall be based on demonstrated demand and a State Regents’ determination that ongoing programmatic capacity should not be created in the state.
      
      (3) Quality: As detailed in this policy, Oklahoma institutions will have the collective capacity to provide programs that are competitive in the marketplace with regard to both academic quality and the capacity to be delivered at off-campus locations.
      
      (4) Responsiveness: Oklahoma’s higher education institutions will respond and will be provided the incentives to respond to client needs in a timely fashion. This responsiveness applies to both academic programs and problem-solving/technical assistance.
(5) Cost-effectiveness: Oklahoma will enhance the quality of existing educational assets (physical and human) and utilize these assets to serve a broader array of clients. Decisions to invest in new educational assets will be made on a very selective basis.

3. Increase the educational attainment levels of the state’s adult population.
   a. A sub-goal is to reduce the within state variation in educational attainment (i.e., reducing the proportion of the population in the lowest categories of educational attainment).
   b. Promote the development of an economy that fully utilizes the talents of a more highly educated citizenry.
   c. A sub-goal is to reduce the disparities among the state’s regions and between urban and rural areas in economic strength (e.g., capacity to attract and retain business, industry, and other employers who provide employment for an educated workforce).

C. Designation and Operation of Learning Sites

At the December 11, 1998 State Regents’ meeting, the 25 public colleges and universities and the two higher education centers were officially designated as learning sites. Additionally, the State Regents are pilot testing a new learning site in Ponca City to commence operations with the 1999 fall semester. To most effectively meet the educational needs of the state, the institutional branch campuses must play active roles. At this time, the branch campuses are not officially designated as learning sites. Nonetheless, the home institutions should exercise the philosophy inherent in the learning site initiatives at their branch campuses and work aggressively to meet community educational needs.

These initially designated learning sites provide geographic access to nearly all Oklahoma residents. Therefore, rather than proactively seeking the development of new sites in additional communities, the State Regents will focus attention on ensuring the capacity of these initial sites to function effectively as learning sites.

The State Regents recognize that communities in addition to those where initial site designations are made may want a learning site as one component of a broader community development strategy. The State Regents will decide the designation of such locations as learning sites on a case-by-case basis. Among the factors that will be considered in making a decision regarding such a designation:

1. The proximity of the proposed site to one previously designated and the extent and nature of adverse impacts on the existing learning sites.

2. The availability of appropriate physical facilities. These facilities can be located either in existing structures – libraries, schools, community centers, or corporate offices – or in structures constructed expressly for this purpose. In the latter case, funding for construction must come from sources other than the state.
3. The availability of necessary technology (bandwidth, computing capacity, interactive video, etc.).

4. Provision for ensuring the availability of the staffing necessary to offer required administrative and student support services at the learning site.

D. Responsibility

Consistent with the State Regents’ functional assignments, each institution is assigned a geographic area within which it, as a learning site, is charged with ensuring that priority educational needs in their assigned areas are met.

In the case of learning sites that are not based at an existing institution, the State Regents will designate an institution as responsible, or the State Regents will assume the responsibility for identifying the educational needs and providers with the advice of clients and local community stakeholders.

E. Coordination of Multiple Learning Sites in the Same Area

There are instances in which multiple learning sites serve residents of the same geographic area. Initially, the State Regents will recognize each such learning site as equal within the context of this policy. These learning sites are encouraged to develop a mechanism for working cooperatively to identify and arrange for provision of educational services to residents of their responsibility area.

After monitoring the level of service delivery relative to community need, the practice detailed above may be altered and one or more learning sites may be selected to assume a leadership position in assessing local needs and devising a response to those needs.

F. Program Approval and Review

This policy and the following State Regents’ policies guide new program approval and review: “Policy Statement on Program Approval,” “Policy Statement on Program Review” (II-2-90).

Consistent with the State Regents’ Academic Planning and Resource Allocation (APRA) initiative, priority for investments in programmatic capacity will be given to selective improvement of existing programs rather than to the creation of new academic programs. The state’s existing educational institutions’ programmatic capacity is to be utilized to extend the reach to students not currently served by these programs. Institutional identification of programs for selective improvements is to be incorporated into the institutions’ academic program review process.

New programs will be approved when, in addition to meeting the requirements in the related State Regents’ policies cited above:

1. No acceptable providers either within or outside the state of a needed program can be identified;
2. The State Regents determine that the new program is in the long-term interests of the institution and the state; and

3. Opportunities for improved quality, delivery, and cost savings can be achieved through collaboration of several institutions in the development of programs, courses, or modules for off-campus delivery.

G. Planning

1. Select programmatic areas in which the institution has or intends to develop the capacity to deliver high-quality learning opportunities at sites distant from the campus;

2. Identify areas where the institution should consider collaborating with other institutions to develop joint programs, courses, or modules for both distance and on-campus delivery.

3. Identify areas, in conjunction with the institution’s learning site designation, where the institution should “import” programs, courses, or modules from other institutions to serve both learning site and on-campus students; and

4. Identify programs or courses for redesign (perhaps in collaboration with other institutions) to be better suited to distance delivery and/or to enhance the effectiveness, efficiency, and flexibility of on-campus delivery.

PART VI - FISCAL PROVISIONS

A. Electronic and Traditional Off-campus Instruction

1. It is the intent of the State Regents that, to the extent possible through the authorized fee structure, direct instructional costs\(^5\) be recovered for electronic media and traditional off-campus offerings. All new facilities for traditional off-campus offerings shall be provided at no expense to the state.

2. Contract Credit Course Fee. As set forth in 70 O.S. 1991, Section 3219.3, the section authorizes the State Regents “….to establish special fees for delivery of courses and programs to governmental entities, including but not limited to the military, profit and nonprofit associations, corporations, and other private entities in an amount sufficient to cover the cost of delivery of such courses and programs.”

This fee allows universities and colleges to negotiate a separate special fee, up to full cost, for delivery of credit courses with business, industry and governmental entities. If the institution negotiates a special fee, the assessment and collection of additional fees from students (resident tuition, nonresident tuition, other special fees, student activity, health facilities fees, etc.) shall be waived.

\(^5\) Direct instructional costs include, but are not limited to, faculty salaries, fringe benefits, materials and supplies, printing, and travel.
B. Learning Sites

1. Host Institutions

The objective of new fiscal provisions and incentives for the host institutions/learning sites is founded on the need to develop and maintain essential infrastructure and support services and to incentivize the importing of courses and programs to meet priority needs in the region.

a. Capacity Building/Sustaining Grants (Receive Site Funding). Each learning site recognized by the State Regents will receive an annual grant to be used in the creation and maintenance of the basic infrastructure necessary for successful functioning of a site. In the initial years, it is anticipated that the funds will be utilized primarily to equip interactive video classrooms, computer labs, etc. In subsequent years, it is anticipated that these funds will be utilized to replace equipment on a regular cycle and provide some funding for necessary support staff. Since capacity building/sustaining grants are largely institutional grants, institutions with more than one site (a branch campus, center, etc. in addition to the main campus) are encouraged to target their funding on those sites where there is the least potential overlap with other institutions.

b. Service Level Rewards. In addition to capacity building grants, as funds become available learning sites will be funded for the amount of service provided to clients in the responsibility areas which they serve.* The greater the service provided, the greater the funding that flows to the learning site. This funding mechanism component is based on only service delivered by an institution other that the host institutions, including services produced by another institution that replace those that would normally be taught by an institution’s own faculty. (A methodology to determine service level rewards will be developed.)

c. Priority Investment Fund. To the extent funding is available, the State Regents will develop a priority investment fund tied to economic and workforce development objectives set in cooperation with the Oklahoma Department of Commerce. The objective of the priority investment funds is to make it cost feasible for institutions to provide new, high-priority offerings for low numbers of potential learners in sparsely populated regions. The intent of the fund will be to ensure that priority programs and services are available and that the target audience can gain access to the services through learning sites.

*As additional funds become available, funding officially designated higher education sites at appropriate levels is the recommended first priority and incentive funding is the recommended second priority.

2. Provider Institutions

Electronic Curriculum Development Fund. Because provider institutions need support to develop and deliver high-quality electronic courses, modules, or programs, the State Regents will expand on their 1998 cooperative curriculum development project by creating and maintaining a curriculum development fund, as funds become available. The intent of this fund will be to support initiatives from institutions, consortia of
institutions, or inter-institutional teams to develop new curricula, modules, or new educational methods. Many of the needs in Oklahoma are likely to be in locations and fields where new approaches to available, grants under this fund will be made annually on a competitive basis. The purpose of the grants will be to develop courses that can be: a) effectively delivered to off-campus locations and b) simultaneously utilized on campus to deliver instruction in a more effective and efficient way.

PART VII – REPORTING

A. All electronic media and traditional off-campus course data will be an integral part of each institution’s unitized data system.

B. To the fullest extent possible, reports of authorized electronic media and traditional off-campus courses will be completed using the Unitized Data System. Until such time as UDS can accommodate these reports, institutions will submit the needed information.

C. Copies of signed and executed college or university traditional off-campus agreements will be provided to the State Regents’ office prior to the offering of the course(s).

D. Learning Site. Institutions will annually report on learning site operations in the Academic Plan submitted to the State Regents in July each year. Periodically, a report on the status of learning sites will be published by the State Regents.

PART VIII - POLICY REVIEW

This policy will be reviewed on a regular basis. Benchmarks for evaluating the policy’s effectiveness should be based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens. Additional measures for evaluating student success should include retention, grades, graduation rates, general satisfaction with course quality, methods of delivery, and academic support services.

Learning Site Policy. Adopted by the State Regents April 16, 1999.

Refer to related policies:

✓ Policies and Procedures for Accreditation of Institutions of Higher Learning
✓ Policy Statement on Undergraduate Degree Requirements and Articulation
✓ Policy Statement on Program Review
✓ Standards Regarding Academic Calendars of Institutions and Undergraduate Academic Workload
✓ Standards in The Oklahoma State System of Higher Education
✓ Educational and General Budget, Section 1, “Basic Factors of Consideration in Determining Educational Program Costs”
✓ Current “Student Fees” Book
✓ Student Fees and Tuition, Section 4 “Constitutional and Statutory Provisions for the Coordination of Higher Education Enrollment Fees” (II-4-39) “Contract Credit Course Fee” (II-4-40.1) “Policy Statements on Fees and Tuition” (II-4-43.1.)
✓ Policy Statement on Admission to, Retention In, and Transfer Among Colleges and Universities of the State System”
✓ Policy Statement on Program Approval
✓ Standards of Education Relating to Credit for Extrainstitutional Learning
AGENDA ITEM #7-b:

Policy—System

SUBJECT: Approval of revisions to the “Policy Statement on Admission of Students for Whom English is a Second Language” (ESL).

RECOMMENDATION:

It is recommended that the State Regents approve the following policy revision to the “Policy Statement on Admission of Students for Whom English is a Second Language”, adding the International English Language Testing System (IELTS) examination as an alternative to the Test of English as a Foreign Language (TOEFL) for admission of students for whom English is a second language.

BACKGROUND:

The State Regents adopted the ESL Policy in May 1979. The policy was designed to facilitate student success for those students whose primary language is not English. Currently, 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;
2. **Intensive English Program (IEP)** – Score a 460 or higher on the TOEFL 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 an English-speaking high school and demonstrate competency through the State Regents’ “Policy on Remediation and Removal of High School Curricular Deficiencies;” or
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;
2. **IEP** – Score a 500 or higher on the TOEFL 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; or
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.

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.

The IELTS exam is administered in over 100 countries, and is accepted by most Australian, British, Canadian, and New Zealand academic institutions. The IELTS tests English language skills that are commonly needed by students while studying or training in the medium of English. All candidates take the same listening and speaking modules, and candidates select academic or general training reading and writing modules. The program is jointly managed by the University of Cambridge Local Examinations Syndicate, The British Council, and IDP Education Australia.

The majority of the IELTS testing centers are in the United Kingdom, Australia, New Zealand, and China. There are six testing centers in the United States. Students earn a score in each of the four modules (listening, speaking, reading, and writing), as well as an averaged overall score. The following chart indicates the levels of ability reflected in the proposed scores:

<table>
<thead>
<tr>
<th>SCORE</th>
<th>LEVEL OF ABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td><strong>COMPETENT USER:</strong> Has generally effective command of the language despite some inaccuracies, inappropriacies, and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.</td>
</tr>
<tr>
<td>5</td>
<td><strong>MODEST USER:</strong> Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.</td>
</tr>
</tbody>
</table>

**POLICY ISSUES:**

The ESL Policy requires first-time undergraduate students seeking enrollment in State System institutions to present minimum scores on the TOEFL for admission to an undergraduate or graduate program, or prove English proficiency in other ways as detailed above.

**ANALYSIS:**

In the United States, the IELTS exam is accepted at 283 institutions, including Oklahoma City University and the University of Tulsa. Additionally, the University of Texas and Iowa State University, two Big XII institutions, accept the IELTS. Other notable institutions accepting the exam for English proficiency are the University of Cambridge and the University of Oxford in England, California State University, the University of California, New York University, State University of New York, Purdue University, Pennsylvania State University, Indiana University, Colorado State University and Oregon State University. Almost 200 institutions in the United Kingdom, 90 in Canada, and 70 in Australia utilize the IELTS for determining students’ English proficiency.

The proposed policy revision allows a score of 6.0 or higher on the IELTS as an alternative for admission for undergraduate students under the Standardized Testing option and a score of 5.0 or higher under the IEP option. Additionally, the revision allows a score of 6.5 or higher as an alternative for graduate students under the Standardized Testing option and a score of 5.5 or higher under the IEP option.

The Universities and Colleges Admissions System, the central organization that processes applications for full-time undergraduate courses at universities and colleges in the United Kingdom, states that most institutions of higher education in the United Kingdom require between a 5.0 and 7.0 on the IELTS or a 550 or above on the TOEFL. The chart below provides examples of scores on the IELTS and TOEFL required by institutions in the United States for admission of students for whom English is a second language.
<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>MINIMUM TOEFL SCORE (paper-based)</th>
<th>MINIMUM IELTS SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma City University</td>
<td>500</td>
<td>6.0</td>
</tr>
<tr>
<td>University of Tulsa</td>
<td>500</td>
<td>5.0</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>500</td>
<td>5.0</td>
</tr>
<tr>
<td>University of Texas</td>
<td>550</td>
<td>6.0</td>
</tr>
<tr>
<td>California State University</td>
<td>500</td>
<td>6.0</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>550</td>
<td>7.0</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>550</td>
<td>6.5</td>
</tr>
<tr>
<td>University of California-Berkeley</td>
<td>550</td>
<td>6.5</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>500</td>
<td>6.0</td>
</tr>
</tbody>
</table>

As the chart shows, the proposed scores are comparable to the current TOEFL scores required by State Regents’ policy, and also to the IELTS scores required by the two Oklahoma institutions and the two Big XII institutions currently using the exam for admission. The policy revision is requested to provide an additional option for meeting admission requirements for Oklahoma colleges and universities. It is important to note that the posted revision does not change current admission requirements, and has no effect on Parts II and III of the policy, IEP Approval Process and State Regents’ IEP Standards.

It is recommended that the State Regents approve the proposed policy revision to the “Policy Statement on Admission of Students for Whom English is a Second Language,” adding the IELTS examination as an alternative to the TOEFL for admission of students for whom English is a second language effective for students entering in fall 2003.
POLICY STATEMENT ON ADMISSION OF STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

Students seeking enrollment at a State System college or university must meet the admission standards in the Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System and must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopt this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

PART I: ADMISSION STANDARDS

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents’ general policy on admission.

A. FIRST-TIME UNDERGRADUATE STUDENTS

1. Standardized Testing. Students must score 500 or higher on the Test of English as a Foreign Language (TOEFL)\(^1\), or score 6.0 or higher on the International English Language Testing System (IELTS) Examination.

2. Intensive English Program (IEP). Students must score 460 or higher on the TOEFL test administered at a special testing center or an international testing center and, or score 5.0 or higher on the IELTS Examination. In addition, after achieving the 460 or higher required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level.

3. High School Performance. Students must successfully complete the high school core requirements in an English-speaking high school or graduate from an English-speaking high school and demonstrate competency through the Policy on Remediation and Removal of High School Curricular Deficiencies.

4. Institutional Discretion. In extraordinary and deserving cases, the president or his/her designee may admit a student who fails to meet the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

\(^1\)Results of TOEFL taken at International Testing Centers and Special Testing Centers will be accepted at all State System colleges and universities. Results of TOEFL administered at Institutional Testing Centers shall not be accepted by colleges and universities other than the administering institution.

Passed Council on Instruction
January 9, 2003
Passed Council of Presidents
February 4, 2003
B. UNDERGRADUATE TRANSFER STUDENTS

Transfer students must attend an accredited, English-speaking college or university for a minimum of 24 semester credit hours with passing grades and meeting other transfer requirements.

C. GRADUATE OR PROFESSIONAL STUDENTS

1. **Standardized Testing.** Students must score 550 or higher on the TOEFL or 6.5 or higher on the IELTS Examination.

2. **IEP.** Students must score 500 or higher on the TOEFL test administered at a special testing center or international testing center, or score 5.5 or higher on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of 12 weeks of study at an IEP approved by the State Regents. At least two-thirds of the 12 weeks must be instruction at an advanced level.

3. **College Performance.** Students must have earned a baccalaureate or graduate degree from an accredited, English-speaking college or university.

4. **Institutional Discretion.** In extraordinary and deserving cases, the president or his/her designee may admit a student who fails to meet the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

D. SYSTEM INSTITUTIONS

1. **Admission of English as a Second Language Students.** System institutions may not admit students until the other requirements of this policy have been met.

2. **Establishing Higher Admission Standards.** System institutions that want to establish higher standards or use alternative methods of meeting these standards must submit proposals to the State Regents for approval. To deviate from this policy, institutions must receive prior approval from the State Regents.

**PART II: IEP APPROVAL PROCESS**

To certify students for whom English is a Second Language for admission under options (A-2) and (C-2) in Part I, the IEP must be approved by the State Regents. The program’s institution or IEP administrator must initiate the approval process with a formal request to the Chancellor for a program evaluation. IEP programs scheduled for reevaluation will be notified of subsequent reviews by the State Regents. Evaluations will be conducted according to State Regents’ IEP Standards and Self-Study Guidelines, which emphasize the development of student language competencies that facilitate a successful transition to college academic work. The process for IEP approval is described below.

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2Transfer student: Any undergraduate student with greater than six attempted credit hours, excluding remedial (0-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.
A. APPROVAL FUNDING
The IEP or the institution will pay for the evaluation including evaluation team members’
honoraria, travel, lodging, and food in accordance with Oklahoma travel laws.

B. FORMAL REQUEST FOR APPROVAL
Upon receipt of a formal letter of application to the Chancellor requesting a State Regents’
program evaluation, the State Regents’ staff will provide a copy of this policy and work with the
IEP administrator to develop a time line.

C. INSTITUTIONAL SELF-STUDY
Using the State Regents’ IEP Standards and Self-Study Guidelines as a reference, the program’s
director or institutional president will submit the IEP self-study document to the State Regents
one month prior to the date of the site visit.

D. SITE VISIT
The Chancellor will appoint an out-of-state evaluation team of qualified English as a Second
Language (ESL) professionals. Every effort will be made to select qualified evaluators from an
institution similar to that being reviewed. The team will review the program based on this State
Regents’ “Policy Statement on Admission of Students for Whom English is a Second Language.”

E. EVALUATION TEAM REPORT AND RECOMMENDATION
Within ten working days after the IEP site visit, the team will submit the draft evaluation report
and recommendation to the Chancellor. The recommendation shall be one of the following: 1)
approval without qualification with reexamination in five years, 2) provisional approval with
reexamination in one, two, or three years, and 3) approval denied.

The IEP administrator or institutional president will have an opportunity to make factual
corrections to the draft evaluation report. Objections to the final evaluation report and the
recommendation must be submitted within 15 working days from receipt of the final report.

If the IEP objects to the evaluation team’s report, the Chancellor will convene a neutral three-
member panel of educators to consider the objections. The appeals process will be directed by the
“Procedures for Denial, Revocation, or Nonrenewal of Accreditation,” Part V-Section E, of the
“Policies and Procedures of Accreditation of Institutions of Higher Learning.” The former
approval status of the IEP will not change during the appeals process. The IEP will pay for the
cost of the appeal.

E. STATE REGENTS’ ACTION
The Chancellor will submit the team’s evaluation report and recommendation as well as the State
Regents’ staff recommendation along with the IEP self-study, applicable objections, and appeals
process materials, if any, to the State Regents for their consideration.
PART III: STATE REGENTS’ IEP STANDARDS

This section defines the required program performance standards that State Regents’ IEP evaluation teams will use to direct their review process. IEPs will be evaluated based on students utilizing the services of the program for purposes of college admission. Students utilizing the program for other reasons will not be included in the IEP’s evaluation.

A. LANGUAGE PROGRAM

Mission
The IEP must have a written statement describing how its goals, objectives, and future plans support the mission of preparing (ESL) students for college work as it relates to State Regents’ policy. If associated with an institution, the IEP must indicate evidence of cooperation and support.

Promotion
IEP promotion materials shall accurately describe program goals, admission requirements, hours of instruction, program length, calendar, prices, and student services.

Recruitment
The IEP shall adhere to ethical student recruitment standards as described in the NAFSA: Association of International Educators Code of Ethics and in the Standards for Postsecondary Intensive English Programs approved by the American Association of Intensive English Programs (AAIEP).

Admission
Student admission to the IEP shall rest with the program/institution and shall not be delegated to an external third party.

Curriculum
(1) Quality: The IEP will use current methods, materials, and technologies to provide effective language instruction designed to prepare students for college level work.

(2) Scope: The curriculum must consider all language skill areas: listening, speaking, reading, and writing in addition to addressing campus/community acculturation.

(3) Written Documentation: The IEP must have a written curriculum document clearly outlining goals and objectives for all levels of instruction as well as individual course syllabi for distribution by faculty to their students. Criteria for advancement and program completion should be articulated in the curriculum document.

(4) Testing and Placement: Testing and placement shall be executed in accordance with professional standards.

(5) Faculty/Student Ratio: The ratio should represent proportions that the ESL field recognizes as being effective and should be appropriate to the goals of a particular course and the classroom size.
Assessment
The IEP must utilize a formal system of assessment to include evaluation of personnel, courses, and student progress toward stated goals. Broad participation of faculty, staff, and students is required in the assessment process. Selection of assessment instruments and other parameters (target groups, scheduling of assessments, etc.) is the responsibility of the IEP. When appropriate, internationally standardized instruments should be employed. Data collected from assessments should serve as the basis for program modifications.

Contact Hours
Excluding lab work, students shall experience 18 or more teacher-instructed contact hours per week over a period of no less than 12 weeks (216 hours or more) or experience an equivalent number of teacher-instructed contact hours over a longer period not to exceed 18 weeks.

Class Levels
The IEP must offer a sufficient array of class levels to accommodate students’ needs.

B. ADMINISTRATION

Director
There is a program administrator with a main responsibility for the leadership and management of the IEP. Academic administrative personnel should have master’s degrees or equivalent training/experience in a field appropriate to their responsibilities.

Policy Description
The IEP administration or institutional administration must clearly articulate policies and employment practices.

Record Keeping
An accurate record system for students and personnel shall be established. Student data should include enrollment history, tracking of student success, and immigration documentation.

C. FACULTY

Full-Time
In order to maintain instructional continuity, there shall be a core of regularly employed teachers who teach a full load (as defined by the IEP) and receive an appropriate salary and fringe benefits.

Degree Level
The members of the IEP faculty have at least master’s degrees in Teaching English as a Second Language (TESL) or training and/or experience appropriate to their course assignments.

Faculty Responsibility
Instructional contact hours should include class presentation, student contact out of class, committee work, and staff meetings. Workloads should be comparable to similar IEPs in like settings.
**Professional Development**
Faculty shall have adequate opportunity and support for in-service training/professional development.

D. STUDENT SERVICES

**Advising**
Each ESL student must be assisted with academic planning and have access to follow-up immigration counseling and a written grievance procedure.

**Orientation**
The IEP or the institution shall provide student orientation for the language program, the parent institution if applicable, and the local community.

**Extracurricular Activities**
The IEP or the institution shall address cross-cultural issues to assist student adjustment and have IEP students participate in extracurricular activities.

E. FINANCE

**Refund Policy**
The IEP or the institution must provide students with a written explanation of the refund policy.

F. PHYSICAL FACILITIES

The learning resources of the IEP must be sufficient for enabling students to develop the learning competencies described above. Adequate office, classroom, and laboratory facilities must be provided. Access to college libraries and instructional activities is highly desirable.

This policy will be effective for the fall semester 1997.

Revised August 16, 1994, and April 11, 1997, and <date>.
AGENDA ITEM #7-c:

Policy—System

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

RECOMMENDATION:

It is recommended that the State Regents post changes to the “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System.”

BACKGROUND:

In fall 1997, the State Regents began requiring a 15-unit high school core curriculum for admission of first-time freshmen to associate in arts, associate in science, and baccalaureate degree programs. The 15-unit core includes: four units of English, three units of mathematics, two units of laboratory science, two units of history, one unit of citizenship skills, and three other units from the above categories or from foreign language or computer science. Students must meet the curricular requirements in addition to meeting the performance admission requirements of the institution.

The College Board offers 35 college-level courses in its Advanced Placement (AP) Program. Twenty-nine of the courses are in the subject areas reflected in the State Regents’ 15-unit core curricular requirements. The remaining six courses are fine arts, psychology, or English for non-native speakers, none of which are required for college admission in the State System.

In mathematics, the State Regents have traditionally accepted only algebra I, algebra II, geometry, trigonometry, math analysis, and calculus to meet the curricular admission requirement. Statistics courses in general have not been accepted, because there are no statewide curriculum standards provided by the State Department of Education for statistics courses. Consequently, AP Statistics is the only AP course in a required subject area that has not traditionally been accepted for the high school curricular admission requirement.

POLICY ISSUES:

The State Regents’ “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System” sets the 15-unit core curricular requirement for admission to associate in arts, associate in science, and baccalaureate degree programs. Additionally, the third admission option of the policy, which requires a 3.0 GPA in the 15-unit core, allows for all AP and International Baccalaureate higher level courses to have an additional grade point weighting of 1.0 for meeting the requirements for admission.

The State Regents’ “Standards of Education Relating to Credit for Extrainstitutional Learning” allows institutions to award college credit for AP courses taken in high school. Seventeen State System
institutions accept AP Statistics for college credit if the student earns a score of three or better on the examination.

ANALYSIS:

The description of the AP Statistics course provided by The College Board states that the course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The prerequisite for students enrolling in the course is a second-year algebra course.

According to the course description, the purpose of the AP Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) exploring data (observing patterns and departures from patterns); 2) planning a study (deciding what and how to measure); 3) anticipating patterns (producing models using probability theory and simulation); and 4) statistical inference (confirming models).

All AP courses, including statistics, have a defined curriculum developed by a group of college faculty and high school teachers. According to The College Board, statistics and mathematics educators who served as members of the AP Statistics Development Committee prepared the AP Statistics course description and examination to reflect the content of a typical introductory college course in statistics.

SUMMARY AND CONCLUSION:

Since AP Statistics is designed to be a college-level course, and all other AP courses in the subject areas required for the State Regents’ 15-unit core curricular requirement have been acceptable for the admission requirement, it is recommended that the State Regents post changes to the “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System” accepting AP Statistics as an option to fulfill the mathematics requirement for the 15-unit high school core curriculum for college admission effective for students entering the State System in fall 2003.
POLICY STATEMENT ON ADMISSION TO, RETENTION IN, AND TRANSFER AMONG COLLEGES AND UNIVERSITIES OF THE STATE SYSTEM

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

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

PART I: ADMISSION STANDARDS

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

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

<table>
<thead>
<tr>
<th>Units (Years)</th>
<th>Course Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English (Grammar, Composition, Literature)</td>
</tr>
<tr>
<td>2</td>
<td>Lab Science (Biology, Chemistry, Physics or any lab science certified by the school district; General Science with or without a lab may not be used to meet this requirement.)</td>
</tr>
<tr>
<td>2</td>
<td>History (including 1 unit of American History)</td>
</tr>
</tbody>
</table>

* Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see undergraduate degree requirements).
<table>
<thead>
<tr>
<th></th>
<th>Citizenship skills from the subjects of Economics, Geography, Government, Non-Western Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Additional units of subjects previously listed or selected from the following: Computer Science,* Foreign Language</td>
</tr>
<tr>
<td>15</td>
<td>Total Required Units</td>
</tr>
</tbody>
</table>

The English courses should include an integrated writing component. In addition to the above requirements, the following subjects are recommended for college preparation:

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

4 Recommended Units

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

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

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

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

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

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

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

Students may remove curricular deficiencies as detailed in the *Policy on Remediation and Removal of High School Curricular Deficiencies*. 
AGENDA ITEM #7-d:

Policy--System

SUBJECT: Posting of revisions to the State Regents’ policy statement on “Residence Status of Enrolled Students in the Oklahoma State System of Higher Education.”

RECOMMENDATION:

It is recommended that the State Regents post the following revisions to the policy statement on “Residence Status of Enrolled Students in the Oklahoma State System of Higher Education,” adding provisions in response to Senate Bill 596.

BACKGROUND:

Senate Bill 596, which was passed by the legislature in spring 2003 and signed by Governor Brad Henry on May 12, 2003, directs the State Regents to adopt a policy allowing students without lawful immigration status to enroll in an institution within the Oklahoma State System of Higher Education and be eligible for resident tuition if they meet certain requirements.

POLICY ISSUES:

The State Regents’ policy on the “Residence Status of Enrolled Students in the Oklahoma State System of Higher Education” establishes principles, definitions, criteria, and guidelines to assist institution officials in the classification of students as residents or nonresidents for fee and tuition purposes.

ANALYSIS:

Senate Bill 596 specifies that a student who is not a United States citizen may be eligible for enrollment and for resident tuition if he/she has graduated from a public or private high school in Oklahoma or successfully completed the General Education Development (GED) exam, and met the following criteria:

1. Resided in the state with a parent or legal guardian for at least two years prior to graduation from high school or successful completion of the GED;
2. Satisfied admission standards for the institution; and
3. Filed an affidavit with the institution stating that he/she has done one of the following with the Bureau of Citizenship and Immigration Services (BCIS) toward legalizing their immigration status: a) filed an application; b) has a petition pending; or c) will file an application as soon as he/she is eligible to do so.

The policy revision adds these criteria in Section VI, Foreign Nationals.
Additionally, in response to the September 11, 2001 terrorist attacks on the United States, President George W. Bush formed the Department of Homeland Security (DHS), consolidating 22 agencies into one department. The BCIS is one of three components within the DHS with duties formerly assigned to the Immigration and Naturalization Services (INS). Because of this consolidation in the structure of federal agencies, the policy revision includes updated language to reference the BCIS, rather than the INS.

It is recommended that the State Regents post the proposed policy revisions to the “Residence Status of Enrolled Students in the Oklahoma State System of Higher Education” in response to Senate Bill 596. Once approved, the policy will be effective for students seeking admission in fall 2003.
RESIDENCE STATUS OF ENROLLED STUDENTS IN THE OKLAHOMA STATE SYSTEM OF HIGHER EDUCATION

Article XIII-A of the Constitution of Oklahoma creates The Oklahoma State System of Higher Education and establishes the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions supported by legislative appropriations. One of the constitutional powers of the State Regents is to recommend to the Oklahoma Legislature the proposed fees to be charged at public institutions. To implement this constitutional responsibility, the Regents annually prepare and submit to the Legislature a schedule of general fees to be paid by residents of Oklahoma and nonresidents alike, and a separate schedule of tuition charges to be made of nonresident students. The policy statement set forth in the paragraphs to follow establishes principles, definitions, criteria, and guidelines to assist institutional officials in the classification of students as residents or nonresidents for fee and tuition-payment purposes. Also, the policy statement should be helpful to prospective students in the determination of their own residence status prior to enrollment or for those nonresident students seeking to be reclassified as residents of Oklahoma after having been classified originally as nonresidents. Determination of residence status for purposes of attendance at an institution in The Oklahoma State System of Higher Education is based primarily on the issue of domiciliary intent.

Section I. PHILOSOPHY

Since 1890, it has been public policy in Oklahoma to provide comprehensive, low-cost public higher education for citizens, in order to make educational opportunity available for Oklahoma individuals to improve themselves, to help upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally. Therefore, residents of Oklahoma are afforded subsidies covering a majority of their educational costs at all colleges and universities of The Oklahoma State System of Higher Education. Nonresidents of Oklahoma are also provided substantial educational subventions, although at lower levels than those provided for permanent residents of the state.

Section II. PRINCIPLES

II.1. Attendance at an educational institution, albeit a continuous and long-term experience, is interpreted as temporary residence; therefore, a student neither gains nor loses resident status solely by such attendance.

II.2. Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some nonresidents who do not intend to remain in Oklahoma after graduation but are situationally necessary and/or convenient (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are not sufficient evidence of intent to remain in Oklahoma beyond the college experience.

II.3. A nonresident student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.

II.4. An individual is not deemed to have acquired status as a resident of Oklahoma until he or she has been in the state for at least a year primarily as a permanent resident and not merely as a student. Likewise, an individual classified as a resident of Oklahoma shall not be reclassified as a nonresident until 12 months after having left Oklahoma to live in another state.
II.5. All married persons shall be treated as equal under this policy. Each spouse in a family shall establish his or her own residence status on a separate basis. Exceptions include: 1) when a nonresident marries an already established resident of Oklahoma, the nonresident may be considered a resident after documentation of the marriage and proof of domicile are satisfied, and 2) as provided in Section VIII.

II.6. The burden of proof of residence status or domicile shall be upon the applicant.

II.7. Initial classification as a nonresident student shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as an Oklahoma resident provided that he or she can establish proof of residence in accordance with criteria and procedures as set forth in Sections VIII and IX of this policy.

Section III. DEFINITIONS.

III.1. Resident of Oklahoma—A resident of Oklahoma is one who has lived continuously in Oklahoma for at least 12 months duration and whose domicile is in Oklahoma. A person's domicile is his or her true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components -- residence and the intention to remain. When these two occur, there is domicile.

III.2. Independent Person—An independent person is one enjoying majority privileges (or is legally emancipated from the parental domicile) and who is responsible for his or her own care, custody, and support.

III.3. Dependent Person—A dependent person is one who is under the care, custody, and support of a parent or other legally sanctioned parental surrogate.

III.4. Full-time Student—A full-time undergraduate student is one enrolled in a minimum of 12 credit hours per semester in an academic year or a minimum of 6 credit hours in a summer session. A full-time graduate student is one enrolled in a minimum of 9 credit hours per semester in an academic year or a minimum of 4 credit hours in a summer session.

Section IV. INDEPENDENT PERSONS

If a person enjoying majority privileges and who is independent of parental domicile can provide adequate and satisfactory proof of his/her having come to Oklahoma with the intention of establishing domicile, he/she may be granted resident student classification at the next enrollment occurring after expiration of 12 months following the establishment of domicile in Oklahoma. The spouse of such person must establish proof of his or her own domiciliary status on a separate basis.

Section V. DEPENDENT PERSONS

The legal residence of a dependent person is that of his/her father, or that of his/her mother if his/her father be not living or if the parents are separated and the dependent person habitually resides with the mother; or, if both parents are dead, that of his/her legally appointed guardian or anyone else with whom he/she habitually resides in the absence of formal legal designation. A dependent person may become emancipated (freed from his/her parental domicile) through marriage, formal court action, abandonment by parents, or positive action on his/her own part evidential of his/her alienation of parental domicile. To qualify under the latter category, a dependent person must have completely separated himself/herself from
the parental domicile and have proved that such separation is complete and permanent. Mere absence from the parental domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory proof of complete emancipation and his/her having come to Oklahoma with the intention of establishing domicile, he/she may be granted resident student classification at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

Section VI. FOREIGN NATIONALS

An individual who is not a United States national may become eligible for classification as an Oklahoma resident provided that he/she holds permanent resident status as defined by the Bureau of Citizenship and Immigration Services (BCIS) Immigration and Naturalization Service, evidenced by whatever documents may be required under applicable federal law, who has resided in Oklahoma for at least 12 consecutive months, and who meets any other applicable criteria for establishment of domicile as set forth in this policy or who has come to Oklahoma for the purpose described in Section VIII of this policy.

An individual who is not a United States national and has not obtained permanent resident status with the BCIS but who has graduated from a public or private high school in Oklahoma or successfully completed the General Education Development (GED) exam may be eligible for enrollment and for resident tuition if he/she meets the following criteria:

1. Resided in the state with a parent or legal guardian for at least two years prior to graduation from high school or successful completion of the GED;
2. Satisfied admission standards for the institution; and
3. Filed an affidavit with the institution stating that he/she has done one of the following with the BCIS toward legalizing their immigration status: a) filed an application; b) has a petition pending; or c) will file an application as soon as he/she is eligible to do so.

Section VII. MILITARY PERSONNEL

A student attending an institution while on full-time active duty in the armed forces is considered as having a temporary residence in the state in which he/she is attending school; therefore, a student neither gains nor loses resident status solely by such military service. Members of the armed services stationed in Oklahoma, their spouses and dependent children shall be admitted without the payment of nonresident tuition so long as they continue to be stationed in the state in full-time military service and under military orders.

While the policy clearly states that nonresident tuition will be waived for military personnel, such a waiver does not constitute Oklahoma residence status.

Section VIII. FULL-TIME PROFESSIONAL PRACTITIONER OR WORKER

An individual who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be declared an Oklahoma resident along with his/her spouse and dependent children so long as they continue in such full-time employment capacity.

Section IX. PROOF OF RESIDENCE
The burden of proof of establishing Oklahoma residence or domicile, including providing any supporting documentation, shall be upon the applicant. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate institutional official(s) consistent with this policy. No definitive or "magic" set of criteria can be established as sufficient to guarantee classification as a resident of Oklahoma.

Section X. RECLASSIFICATION

In addition to the aforementioned criteria, an independent person seeking to be reclassified as a resident of Oklahoma must meet the following criteria for the current and immediately preceding year.

X.1 The person must not have been claimed as an exemption for state and federal tax purposes by his or her nonresident parents.

X.2 The person must be self-supporting as evidenced by having provided the majority of funds for his or her own upkeep.

X.3 The person must have maintained a continuous residence in Oklahoma for the period set forth in Section V above.

Section XI. ADMINISTRATION OF POLICY STATEMENT

Each institution should designate the Admissions Officer or some other individual to be responsible for administration of the policy, and should make appropriate provision for a student's appeal of an adverse decision.

Section XII. TUITION WAIVERS

Nothing in this policy precludes the waiving of fees or tuition for nonresidents by any institution upon authorization by the State Regents based on criteria other than resident status provided that the residence status classification will not be affected by any such waiver alone.

The revised policy will be in effect in the 1996 fall semester.

Revised March 24, 1993, and June 28, 1996, and XXXX.
AGENDA ITEM #7-e:

Policy--System

SUBJECT: Oklahoma Tuition Aid Grant Program
Exception to 2003-04 Application Deadline

RECOMMENDATION:

It is recommended that the State Regents approve a one-time exception to the deadlines for submitting Oklahoma Tuition Aid Grant (OTAG) applications for 2003-04 to accommodate students ordered to active military duty and for active duty military personnel whose duty station was changed as a result of a military mobilization.

BACKGROUND:

Students apply for OTAG award consideration by completing the Free Application for Federal Student Aid. The 2003-2004 OTAG application deadline for best consideration was April 30, 2003, and the final deadline is set for June 30, 2003. Available funds are not expected to accommodate all students who submit eligible applications through June 30. Some students were deployed on military assignments and are returning too late to have an opportunity to submit timely applications. To accommodate these students staff is proposing an amendment to the application procedures for the current award year that will allow the applications from these individuals to receive special consideration.

POLICY ISSUES:

This action is consistent with state statute that allows the State Regents to set an annual award payment schedule. The annual award payment schedule specifies the application deadlines for the award year.

ANALYSIS:

Students returning from qualified military assignments will have 60 days from the time of return from their assignment to submit their application. The final deadline will be January 15, 2004. These students will receive priority award consideration if they meet all other eligibility requirements and fall into the high-need category of applicants that available funds can accommodate. In essence, these students will be treated as if their applications were received early in the year rather than among the last submitted.

In order to qualify for special consideration the student must:

- Complete and submit a 2003-2004 Free Application for Federal Student Aid
- Provide a copy of military orders or other appropriate military documentation that confirms their military assignment and supports their eligibility for special consideration
Only the applicant who was on active military duty can receive special consideration. Spouses or other dependents who were not themselves on active duty cannot benefit from this exception to the application deadline.

The only exception made will relate to the date of application. The student must meet all other OTAG eligibility requirements and must demonstrate a level of financial need that would otherwise be funded by the OTAG program.

Students who are approved for awards with special consideration for the application deadline will be included in the next scheduled disbursement of OTAG funds at their institution once confirmation of eligibility has been provided by the campus financial aid office.
AGENDA ITEM #7-f:

Policy--System

SUBJECT: Oklahoma Higher Learning Access Program (OHLAP)
Extension of 5-Year Limit on Scholarships

RECOMMENDATION:

It is recommended that the State Regents approve an exception to the five consecutive-year limit on the use of the OHLAP scholarship to accommodate students ordered to active military duty and for active duty military personnel whose duty station was changed as a result of a military mobilization since September 11, 2001.

BACKGROUND:
By statute, use of the OHLAP scholarship is limited to a time period of five consecutive years once an OHLAP student begins college. The statutes authorize the State Regents to make exceptions to this consecutive-year limit for “hardship circumstances” although the total period of scholarship benefits cannot exceed five cumulative years.

POLICY ISSUES:
The recommendation allows the State Regents to maintain the objectives of the OHLAP program while accommodating the extraordinary circumstances of those students effected by military duties following the events of September 11, 2001.

ANALYSIS:
It is unknown exactly how many OHLAP students might be impacted by this action, but the number is expected to be relatively small. While such policy exceptions may be handled on an individual case-by-case basis, a “blanket” exception for the students’ effected will be administratively more efficient.

Students will be required to provide a copy of military orders or other appropriate documentation that confirms their military assignment and supports their eligibility for this exception. The extension of the 5 consecutive-year limit will be commensurate with the amount of time lost by the student as a result of their military service.

There is no expected cost increase related to this action since the affected OHLAP participants will still be limited to a cumulative period of five years to use the OHLAP scholarship.
AGENDA ITEM #7-g:

Oklahoma Tuition Aid Grant Program

SUBJECT: Revised Award Payment Schedule for 2003-04

RECOMMENDATION:

It is recommended that the State Regents revise the 2003-04 Award Payment Schedule for the Oklahoma Tuition Aid Grant (OTAG) Program to establish a funding priority for undergraduate students.

BACKGROUND:

At their April 3, 2003 meeting, the State Regents approved the 2003-04 OTAG Award Payment Schedule. However, due to potential program funding reductions for the 2003-04 academic year, it is recommended that the State Regents modify the payment schedule to ensure that available funds are focused on areas of highest priority.

POLICY ISSUES:

This action is consistent with state statutes that authorize the State Regents to determine priorities for participation in the program – full-time, part-time, undergraduate, graduate – based on available funding.

ANALYSIS:

For FY2003, OTAG was appropriated $18.9 million in state funds. The program also qualified for about $900,000 in federal matching funds for total funding of $19.8 million. The federal funds are contingent upon meeting a “maintenance of effort” requirement that mandates the state to continue funding levels similar to previous years.

For FY2004, there are two “maintenance of effort” thresholds since the federal funds come from two related, but separate, programs. If state funding falls below $18.6 million, OTAG will not be eligible for $500,000 of the federal matching funds; if state funding is below $17.7 million, OTAG will also not be eligible for the remaining $400,000. In short, any reduction in excess of $1.2 million will also entail the loss of $900,000 in federal matching funds.

To accommodate potential significant reductions in 2003-04, it is recommended that undergraduate students be given priority for the OTAG awards in 2003-04 over graduate students. Rationale for this recommendation includes the following:

- Most need-based grant programs are limited to undergraduate students. For example, the federal Pell Grant may only be used for undergraduate education. In addition, a survey of need-based grant programs in other states shows that of the 30 states responding, only 5 provide eligibility for graduate students.
Graduate students have access to greater levels of federal guaranteed loans than undergraduate students:

- Dependent undergraduate student, 1st year: $2,625
- Dependent undergraduate student, 2nd year: $3,500
- Dependent undergraduate student, 3rd & 4th years: $5,500
- Independent undergraduate student, 1st year: $6,625
- Independent undergraduate student, 2nd year: $7,500
- Independent undergraduate student, 3rd & 4th years: $10,500
- Graduate student (annual loan limit): $18,500

The following table shows the distribution of graduate OTAG awards in 2002-03.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td># of Awards</td>
<td>Amount Awarded</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>330</td>
<td>$301,394</td>
</tr>
<tr>
<td>OU Health Sciences Center</td>
<td>680</td>
<td>$659,960</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>281</td>
<td>$248,302</td>
</tr>
<tr>
<td>OSU College of Osteopathic Medicine</td>
<td>136</td>
<td>$135,500</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
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<td>$67,934</td>
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<tr>
<td>East Central University</td>
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<td>$39,961</td>
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<tr>
<td>Northwestern Oklahoma State University</td>
<td>92</td>
<td>$78,404</td>
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<tr>
<td>Northeastern Oklahoma State University</td>
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<td>Oklahoma City University</td>
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<td>Southwestern Oklahoma State University</td>
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<td>American Christian College &amp; Seminary</td>
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<td>Oklahoma Baptist University</td>
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<td>Southwestern College of Christian Ministries</td>
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<tr>
<td>University of Tulsa</td>
<td>91</td>
<td>$117,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,991</strong></td>
<td><strong>$1,901,702</strong></td>
</tr>
</tbody>
</table>

In the attached OTAG Award Payment Schedule, the revised language is shown as underlined.
REVISED
OKLAHOMA TUITION AID GRANT PROGRAM (OTAG)
2003-2004 AWARD PAYMENT SCHEDULE
EFC-DRIVEN NEED ANALYSIS FORMULA

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. 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 2002 HUD data is used in developing the 2003-2004 schedule. For FY 2002 the Oklahoma median family income was $40,800. 50 percent of $40,800 divided by 4 equals an **EFC cap of 5100**.

The applicant's EFC is installed into the payment schedule to determine the percentage of enrollment costs the applicant is eligible to receive. The percentage is then applied to the appropriate standard OTAG enrollment cost for the school. Example: Based on EFC, an applicant is eligible for 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 and undergraduate/graduate) 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 Institutions 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</td>
<td>75%</td>
</tr>
<tr>
<td>1 - 500</td>
<td>70%</td>
</tr>
<tr>
<td>501 - 1000</td>
<td>65%</td>
</tr>
<tr>
<td>1001 - 1500</td>
<td>60%</td>
</tr>
<tr>
<td>1501 - 2000</td>
<td>55%</td>
</tr>
<tr>
<td>2001 - 2500</td>
<td>50%</td>
</tr>
<tr>
<td>2501 - 3000</td>
<td>45%</td>
</tr>
<tr>
<td>3001 - 3500</td>
<td>40%</td>
</tr>
<tr>
<td>3501 - 4000</td>
<td>35%</td>
</tr>
<tr>
<td>4001 - 4500</td>
<td>30%</td>
</tr>
<tr>
<td>4501 - 5000</td>
<td>25%</td>
</tr>
<tr>
<td>5001 - 5100</td>
<td>20%</td>
</tr>
</tbody>
</table>

2. EFC's greater than 5100 are ineligible in 2003-2004.

**2003-2004 Awarding Priorities:**

Undergraduate applications will receive first priority. If funds remain available after undergraduate applications received through June 30 and meeting the criteria listed below are awarded, graduate applications will be considered.
1. Renewal applications with receipt dates of April 30 or earlier and EFCs at any level up to the maximum 5100.

2. Renewal applications with receipt dates of April 30 or earlier who do not qualify at any level under the EFC formula but do qualify at any level under the alternate EFI formula.

1. 1999-2000 renewal undergraduate applicants who are statutorily “grandfathered” in with EFCs at any level up to the maximum of 5100, 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. Non-renewal After applications meeting the criteria in 1 above have been awarded, applications with receipt dates of April 30 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 30, those with the earliest application receipt dates will receive priority consideration.

3. If funds remain available after awarding eligible students undergraduate applications meeting 1, and 2, or 3 above, eligible undergraduate applications received after April 30 but no later than June 30 will be considered on a daily basis. Example: Applications received on May 1 with priority given to 1999-2000 renewal applications with any level of EFC up to the maximum of 5100 or any eligible level under the alternate EFI formula followed by non-renewal applications with 0 EFC, followed by 1-500 EFC, followed by 501-1000 EFC, followed by 1001-1500 EFC. If funds remain available, May 2 applications will be considered in the same priority order followed by May 3 applications, and so on through June 30 receipt dates.

4. After all undergraduate applications meeting the criteria in 1, 2, and 3 above have been awarded, 1999-2000 renewal graduate applicants who are statutorily “grandfathered” in with receipt dates of April 30 or earlier and EFCs at any level through the maximum of 5100, or if they do not qualify under the EFC formula but do qualify at any level under the alternate EFI formula, will be considered.

5. If funds remain available after all graduate applications meeting the criteria in 4 above are awarded, graduate applications with receipt dates of April 30 or earlier and EFCs from 0 through 1500 will be awarded. If funds are not available to award all eligible graduate applications with EFCs from 0 through 1500 received through April 30, those with the earliest application receipt dates will receive priority.

6. If funds remain available after awarding eligible graduate applications meeting the criteria in 4 and 5 above, eligible graduate applications received after April 30 but no later than June 30 will be considered on a daily basis. Applications received on May 1 with priority given to 1999-2000 renewal applications with any level of EFC up to the maximum of 5100 or any eligible level under the alternate EFI formula will be considered first, followed by applications with 0 EFC followed by 1-500 EFC, followed by 501-1000 EFC, followed by 1001-1500 EFC. If funds remain available, May 2 applications will be considered in the same priority order followed by May 3 applications, and so on through June 30 receipt dates.
AGENDA ITEM #8-a:

New Programs

SUBJECT: University of Oklahoma (OU). Approval of request to offer the Master of Arts in Native American Studies and the Bachelor of Arts in Human Relations.

RECOMMENDATION:

It is recommended that the State Regents approve OU’s request to offer the Master of Arts in Native American Studies and the Bachelor of Arts in Human Relations with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

Criteria:

Master of Arts in Native American Studies. Continuation beyond fall 2006 will depend upon:
- Majors enrolled: a minimum of 9 students in fall 2005; and
- Graduates: a minimum of 4 students in 2005-06.

Bachelor of Arts in Human Relations. Continuation beyond fall 2008 will depend upon:
- Majors enrolled: a minimum of 50 majors in fall 2007; and
- Graduates: a minimum of 20 students in 2007-08.

BACKGROUND:

Academic Plan

OU’s 2001-02 Academic Plan lists the following institutional priorities (OU’s 2002-03 Academic Plan has not been received):

- improving the quality of entering domestic graduate students;
- sustaining graduate population;
- sustaining quality, size, and diversity of faculty;
- improving the University Libraries’ ranking within the Association of Research Libraries to the top three;
- improving all aspects of telecommunications and computing systems coordination;
- increasing space for research and academics;
- increasing graduation, education, and research opportunities in the Tulsa area; and
- sustaining the University community as a unique intellectual community.
APRA Implementation

Since 1991-92, OU has deleted 68 degree programs.

Program Review

OU offers 233 degree programs (105 baccalaureate, 76 master’s, 48 doctoral, and 4 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OU aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

Master of Arts in Native American Studies

Program purpose. The proposed program will meet the needs of employees of American Indian tribes and government agencies who seek advanced degrees to further their careers, teachers in K-12 education who desire graduate work, students who wish to pursue graduate work leading toward doctoral study and careers in college teaching, and other individuals who are simply seeking to increase their knowledge of and skills in interpreting American Indian cultures and concerns.

Program rationale/background. Oklahoma is home to 39 federally recognized American Indian tribes and nations and has the largest population of American Indians of any state in the country. Since 1994, the undergraduate Native American Studies program had graduated approximately 50 students, and OU desires to serve current students and draw interested individuals from across the nation who seek a master’s degree in Native American Studies with an interdisciplinary focus.

Employment opportunities. Graduates will find employment opportunities in a variety of settings, including governmental, social service, tribal, and educational, in Oklahoma and nationally.

Student demand. The new program is expected to enroll a minimum of 9 majors in fall 2005 and graduate a minimum of 4 students in 2005-06.

Duplication/Impact on existing programs. No other institutions in the state offer a master’s degree in the field of Native American studies, so there is no duplication of other programs.

Curriculum. Modeled on an interdisciplinary approach, the proposed master’s degree program will consist of a minimum of 30 credit hours from art history, music, English, history, and anthropology, as well as a seminar in interdisciplinary methods of inquiry dealing with American Indians and issues of
tribal sovereignty and cultural integrity in contemporary American Indian communities. Attachment A details the proposed curriculum, including three new courses (asterisked) plus thesis hours.

**Faculty and staff.** Existing faculty in Native American Studies and other fields in the College of Arts and Sciences will teach the proposed curriculum.

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

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

*Bachelor of Arts in Human Relations*

**Program purpose.** The proposed program will prepare graduates for entry-level human relations positions in business and human services where issues such as diversity, social justice, and human facilitation are critical or serve as a foundation for graduate study.

**Program rationale/background.** Popular demand for the Master of Human Relations (MHR) degree offered in Norman, Tulsa, and through the College of Continuing Education’s Advanced Programs format, along with increasing demand for the one existing undergraduate Human Relations class indicate significant demand for a bachelor’s degree in the field. Institutional officials have met with representatives of other higher education institutions, particularly in Tulsa, to provide easy articulation into the proposed program, which will be offered at the Norman campus and OU’s Schusterman Center in Tulsa. The proposed program will meet the needs of students and employers for baccalaureate level human relations specialists and will provide a solid foundation for graduate study in OU’s MHR or other graduate programs.

**Employment opportunities.** Graduates will find employment opportunities in a variety of settings: private and non-profit businesses, social service agencies, government, and academic institutions. The program’s emphasis on diversity, social justice, organizational studies, and human services will be particularly sought after in the large and more diverse metropolitan areas where social equity issues are prevalent. OU’s current master’s degree program and Tulsa Community College’s (TCC) academically related associate degree programs have high placement rates for graduates. It is anticipated that this program will fill the void between the associate and master’s degree levels of preparation.

**Student demand.** Currently, the Master of Human Relations is the largest graduate program at OU. Additionally, TCC boasts high enrollment in associate degree programs with similar academic emphases. These programs are expected to feed into the proposed bachelor’s degree program. The new program is expected to enroll a minimum of 50 majors in fall 2007 and graduate a minimum of 20 students in 2007-08.

**Duplication/Impact on existing programs.** No other institution in the state offers a degree in human relations, so there is no duplication of other programs. Although human relations is interdisciplinary and, therefore, overlaps with other programs, the unique combination of knowledge area and applied and social justice foci differentiate this program from other social science degrees.

**Curriculum.** The proposed degree program will be an interdisciplinary curriculum with an emphasis on social justice and will consist of 124 credit hours, including 53 hours in general education, 21 hours in the human relations core, 15 hours in major support courses, 15 hours in guided electives, and 20 hours in general electives. Attachment B details the proposed curriculum, including six new courses (asterisked).

**Faculty and staff.** Existing faculty in Norman and Tulsa will teach the proposed curriculum.
Support services. Facilities, library resources, and equipment are adequate.

Financing. Existing funds will be reallocated to support the proposed program.

Attachments
UNIVERSITY OF OKLAHOMA
MASTER OF ARTS IN NATIVE AMERICAN STUDIES

Minimum of 30 credit hours in the following suggested sequence:

Fall Semester (9 hours):

*NAS 5103 Native American Studies graduate seminar
ENGL 5803 – one of four seminars offered in the English Department under this course number
   ENGL 5343 Native American Fiction or
   ENGL 5353 Native American Poetry or
   ENGL 5363 Native American Non-Fiction/Criticism or
   ENGL 5373 Graduate Topics in Native American Literature
*ANTH 5023 North American Indian Ethnology seminar (if approved by the Graduate Council)

Spring Semester (9 hours):

   ARTC 5983 Art Criticism seminar
   HIST 6400 History graduate seminar
   Elective course in the Native American subject matter approved by the faculty advisor

Fall Semester, Second Year (7 hours):

   MUHI 5970 Ethnomusicology seminar
   Elective course in the Native American subject matter approved by the faculty advisor
   *NAS 5971 Pre-thesis seminar

Spring Semester, Second Year (5 hours):

   *NAS 5980 Thesis research

Asterisk (*) indicates new courses.
## UNIVERSITY OF OKLAHOMA
### BACHELOR OF ARTS IN HUMAN RELATIONS

**General Education**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbolic and Oral Communication (22 hours, 6 courses)</td>
<td>22</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>13</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science (7 hours, 2 courses), including one laboratory component</td>
<td>7</td>
</tr>
<tr>
<td>Social Science (6 hours, 2 course), including:</td>
<td>6</td>
</tr>
<tr>
<td>Humanities (18 hours, 6 courses)</td>
<td>18</td>
</tr>
<tr>
<td>Senior Capstone Experience (3 hours, 1 course)</td>
<td>3</td>
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**Human Relations Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>*HR 3003</td>
<td>Human Relations Theory</td>
</tr>
<tr>
<td>HR 3013</td>
<td>Introduction to Human Relations</td>
</tr>
<tr>
<td>*HR 3033</td>
<td>Writing for Human Relations Professionals</td>
</tr>
<tr>
<td>*HR 3043</td>
<td>Interpersonal Skills and Group Dynamics</td>
</tr>
<tr>
<td>*HR 4013</td>
<td>Social Change Process</td>
</tr>
<tr>
<td>*HR 4503</td>
<td>Applied Research</td>
</tr>
<tr>
<td>*HR 4513</td>
<td>Service Learning (Capstone)</td>
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**Major Support Course Requirements**

<table>
<thead>
<tr>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>15</td>
</tr>
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</table>

**Major Electives**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

**General Electives**

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

### DEGREE PROGRAM TOTAL

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>124</td>
</tr>
</tbody>
</table>

Asterisk (*) indicates new courses.
AGENDA ITEM #8-b:

New Programs

SUBJECT: Oklahoma State University – Oklahoma City (OSU-OKC). Approval of request to offer the Associate in Applied Science in Applied Trades Technology and the Associate in Applied Science in Emergency Medical Services – Municipal Fire Protection.

RECOMMENDATION:

It is recommended that the State Regents approve OSU-OKC’s request to offer the Associate in Applied Science in Applied Trades Technology and the Associate in Applied Science in Emergency Medical Services – Municipal Fire Protection with the stipulation that continuation of the programs beyond fall 2006 will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

Criteria:

**Associate in Applied Science in Applied Trades Technology.** Continuation will depend upon:
- Majors enrolled: a minimum of 18 students in fall 2005; and
- Graduates: a minimum of 6 students in 2005-06.

**Associate in Applied Science in Emergency Medical Services – Municipal Fire Protection.** Continuation will depend upon:
- Majors enrolled: a minimum of 20 students in fall 2005; and
- Graduates: a minimum of 6 students in 2005-06.

BACKGROUND:

Academic Plan

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

- improving quality of the teaching/learning process;
- continuing improvement of instructional assessment;
- continuing efforts to improve faculty diversity and full-time/adjunct ratio;
- being identified as THE learning centered institution;
- providing resources necessary for effective distance learning programs;
- enhancing articulation/cooperative agreements with area Career Technology Centers and developing new areas of collaboration with area businesses; and
- developing strong linkages and partnerships.
APRA Implementation

Since 1991-92, OSU-OKC has deleted 27 degree programs.

Program Review

OSU-OKC offers 46 degree and certificate programs (7 associate, 24 associate in applied science, and 15 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OSU-OKC aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

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

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval” and “Standards of Education Relating to Credit for Extrainstitutional Learning.”

ANALYSIS:

Associate in Applied Science in Applied Trades Technology

Program purpose. The proposed program will provide an opportunity for individuals who have completed apprenticeship programs in the applied trades to complete an associate in applied science degree.

Program rationale/background. The proposed program was developed in response to industry demand, particularly from Iron Workers Union Local 48 and OGE, to make additional training and college credit available to their workers. The program is intended to provide an incentive and vehicle for individuals who are employed in the various trades to receive college credit for formal on-the-job training and encourage them to pursue a higher education degree.

Employment opportunities. Although most students will likely be working adults, degree completion will provide enhanced job skills sought by local employers. Specifically, this program responds to collaboration with OGE to evaluate and award academic credit for extensive training. Using the Extrainstitutional Learning Policy, individuals may use evaluated training in addition to current coursework to increase their value to the company as a more prepared employee.

Student demand. The proposed program is expected to enroll a minimum of 18 majors in fall 2005 and graduate a minimum of 6 students in 2005-06.

Duplication/Impact on existing programs. Several State System institutions offer an Associate in Applied Science in Applied Technology or similar program, including Rose State College, Redlands Community College, Murray State College, Seminole State College, Carl Albert State College, Connors State College, Rogers State University, Oklahoma State University Technical Branch – Okmulgee, Oklahoma Panhandle State University, and Eastern Oklahoma State College. However, most offer
options geared toward particular business or industry needs. Given the specificity of the proposed program for OGE and similar industries, there is no unnecessary duplication.

**Curriculum.** The proposed degree program consists of 60 total credit hours, including 18 hours of general education, 27 - 42 hours in the major core, and 0 - 15 hours of guided electives. Attachment A details the proposed curriculum, including nine new courses (asterisked) for which credit will be awarded in accordance with the State Regents’ Extrainsitutional Learning Policy.

**Faculty and staff.** No additional faculty will be required.

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

**Financing.** No additional funds are required.

*Associate in Applied Science in Emergency Medical Services – Municipal Fire Protection*

**Program purpose.** The proposed program will prepare students for careers as fire fighter paramedics or emergency medical services (EMS) paramedics and will provide the opportunity for current professionals to upgrade their knowledge and skills.

**Program rationale/background.** To accommodate recent changes in national and state paramedic training requirements, the curriculum will be expanded from an option under the Associate in Applied Science in Engineering Technology in Municipal Fire Protection (009) to an independent associate in applied science degree. Program completers will be eligible to sit for both state licensure and National Registry exams.

**Employment opportunities.** Students completing the degree program may work as fire fighter paramedics or emergency medical services paramedics. Local EMS services have requested that OSU-OKC upgrade the curricula for potential employees.

**Student demand.** The proposed program is expected to enroll a minimum of 20 majors in fall 2005 and graduate a minimum of 6 students in 2005-06.

**Duplication/Impact on existing programs.** Since the proposed program represents an expansion of an existing option, there is no change in the duplication status. Additionally, there are no other programs of this type housed in a fire protection division.

**Curriculum.** The curriculum meets the requirements of the United States Department of Transportation National Traffic Safety Administration by following the National Standard Curriculum developed in conjunction with the National Registry of Emergency Medical Technicians. Additionally, the curriculum meets the Oklahoma Department of Health Emergency Medical Services Division requirements. The proposed degree program consists of 71 total credit hours, including 18 hours of general education, 50 hours in the technical specialty, and 3 hours in technical support courses. Attachment B details the proposed curriculum, including 15 new and/or restructured courses (asterisked).

**Faculty and staff.** Existing faculty will teach this program.
Support services. The libraries, facilities, and equipment are adequate.

Financing. No new funds are required.

Attachments
**General Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1113</td>
<td>Freshman Composition I</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1113</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493</td>
<td>US History from 1865</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td>General College Math</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 1113</td>
<td>Introduction to Speech Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*ATEC 1003</td>
<td>Introduction to Applied Technology</td>
<td>3</td>
</tr>
<tr>
<td>*ATEC 1013</td>
<td>Safety</td>
<td>3</td>
</tr>
<tr>
<td>*ATEC 1023</td>
<td>Equipment/Tool Operation/Management</td>
<td>3</td>
</tr>
<tr>
<td>*ATEC 1353</td>
<td>Beginning Applications</td>
<td>3</td>
</tr>
<tr>
<td>*ATEC 1420</td>
<td>Intermediate Applications</td>
<td>1-6</td>
</tr>
<tr>
<td>*ATEC 2050</td>
<td>Advanced Applications</td>
<td>1-6</td>
</tr>
<tr>
<td>*ATEC 2150</td>
<td>Special Topics</td>
<td>1-6</td>
</tr>
<tr>
<td>*ATEC 2450</td>
<td>Special Projects</td>
<td>1-6</td>
</tr>
<tr>
<td>*ATEC 2650</td>
<td>Field Experience</td>
<td>1-6</td>
</tr>
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</table>

**Guided Electives**

These courses must lend related support to the specialty courses selected above, and must be selected with approval of the department head. Up to 15 hours may be selected to equal 42 credit hours when combined with the above Technical Occupational Specialty.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>INDD 1012</td>
<td>Industrial Process</td>
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<tr>
<td>INDD 1103</td>
<td>Technical Drafting</td>
<td>3</td>
</tr>
<tr>
<td>INDD 1614</td>
<td>Computer Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>FPST 1213</td>
<td>Fire and Safety Hazards</td>
<td>3</td>
</tr>
<tr>
<td>FPST 1513</td>
<td>OSHA Regulations</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 1103</td>
<td>Plan Reading</td>
<td>3</td>
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<tr>
<td>CONS 1214</td>
<td>Introduction to Construction</td>
<td>3</td>
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<tr>
<td>CONS 2333</td>
<td>Construction Practice and Pro.</td>
<td>3</td>
</tr>
<tr>
<td>EET 2373</td>
<td>Digital Electronics</td>
<td>3</td>
</tr>
<tr>
<td>EET 1102</td>
<td>Elements of Electricity and Electronics</td>
<td>2</td>
</tr>
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</table>

**Total to Graduate**

* New Course
OKLAHOMA STATE UNIVERSITY – OKLAHOMA CITY
ASSOCIATE IN APPLIED SCIENCE IN EMERGENCY MEDICAL SERVICES –
MUNICIPAL FIRE PROTECTION

<table>
<thead>
<tr>
<th>Technical Occupational Specialty</th>
<th>50 Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>MFP 1147  EMT-Basic</td>
<td>7</td>
</tr>
<tr>
<td>BIOL 1515  Human Anatomy and Physiology</td>
<td>5</td>
</tr>
<tr>
<td>*MFP 1113  Advanced Skills for the Paramedic</td>
<td>3</td>
</tr>
<tr>
<td>*MFP 1124  Preparation for Paramedicine</td>
<td>4</td>
</tr>
<tr>
<td>*MFP 1131  Electrophysiology of the Heart</td>
<td>1</td>
</tr>
<tr>
<td>*MFP 1141  ECG Interpretation</td>
<td>1</td>
</tr>
<tr>
<td>*MFP 1212  Pathophysiology for the Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>*MFP 1222  Pharmacology for the Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>*MFP 1231  12-Lead Interpretation</td>
<td>1</td>
</tr>
<tr>
<td>*MFP 1244  Cardiac and Pulmonary Care of the Paramedic</td>
<td>4</td>
</tr>
<tr>
<td>*MFP 2314  Medical Emergency Care for the Paramedic</td>
<td>4</td>
</tr>
<tr>
<td>*MFP 2324  Trauma Management for the Paramedic</td>
<td>4</td>
</tr>
<tr>
<td>*MFP 2333  Rescue Awareness</td>
<td>3</td>
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<tr>
<td>*MFP 2211  Emergency Vehicle Operations</td>
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</tr>
<tr>
<td>*MFP 2412  Obstetrics and Gynecology Management for the Paramedic</td>
<td>2</td>
</tr>
<tr>
<td>*MFP 2423  Pediatrics Management for the Paramedic</td>
<td>3</td>
</tr>
<tr>
<td>*MFP 2433  Special Needs Patients</td>
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<table>
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<th>Technical Occupational Support and Related</th>
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<td>CIS  Any 1000(+) Level Computer Course</td>
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<td>PSIO 2311  Human Physiology Lab</td>
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<td>ENGL 1113  Freshman Composition I</td>
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<td>Any 1000(+) Level Communications Course **</td>
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<td>HIST 1493  US History from 1865</td>
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<td>MATH Any 1000(+) Level Math Course</td>
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<td>POLS 1113  American Government</td>
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* New Course
** Speech, English Composition II or Technical Report Writing
AGENDA ITEM #8-c:

New Programs

SUBJECT: Northwestern Oklahoma State University (NWOSU). Approval of request to offer the Bachelor of Applied Arts and Sciences in Technical Management.

RECOMMENDATION:

It is recommended that the State Regents approve NWOSU’s request to offer the Bachelor of Applied Arts and Sciences in Technical Management with the stipulation that continuation of the program beyond fall 2008 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll a minimum of 17 majors in fall 2007 and graduate a minimum of 6 students in 2007-08.

BACKGROUND:

Academic Plan

NWOSU’s Academic Plan lists the following institutional priorities:

- recruiting and retaining high quality faculty;
- balancing full- and part-time faculty;
- recruiting and retaining a diverse and well prepared student body;
- retaining accreditation;
- providing state-of-the-art technology for faculty and students;
- continuing improvement in access, networking, connectivity, hardware, and software;
- enhancing educational opportunities for citizens in the surrounding area;
- pursuing grants more actively;
- reviewing academic programs for market opportunity with a focus on graduate education, agriculture, technology, and developmental programs;
- continuing development of the endowed faculty chair program; and
- continuing development of Wellness Center programming.

APRA Implementation

Since 1991-92, NWOSU has deleted 13 degree programs.

Program Review

NWOSU offers 45 degree programs (38 baccalaureate, 6 master’s, and 1 certificate), all of which were reviewed in the past five years. All programs are scheduled for review during the next five-year cycle consistent with State Regents’ policy. with the exception of those programs receiving specialty
accreditation. For programs receiving specialty accreditation, NWOSU 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

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

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval” and “Standards of Education Relating to Credit for Extramural Learning.”

ANALYSIS:

Bachelor of Applied Arts and Sciences in Technical Management

Program purpose. The proposed program will provide graduates of associate in applied science degrees (in certain areas of study) and students who have completed specified applied technology certification examinations the opportunity to earn a bachelor’s degree.

Program rationale/background. As employer needs change, many prospective employees attempt to meet those demands by obtaining two-year associate in applied science technology degrees or by pursuing industry-specific certifications through study at Career Technology Centers (CTC). However, in addition to specific technical skills, employers also seek professionals with broad educational competencies. By partnering with the Northwest Consortium (comprised of the following six CTCs: Autry Technology Center, Chisholm Trail Technology Center, High Plains Technology Center, Meridian Technology Center, Northwest Technology Center, and Pioneer Technology Center) and Northern Oklahoma College (NOC), NWOSU will award college credit, in accordance with the State Regents’ Extramural Learning Policy, for technical skills and knowledge. To provide quality assurance, NWOSU will establish an oversight committee made up of NWOSU faculty and one representative from NOC and a career technology center. The oversight committee will be charged with determining appropriateness of college credit to be awarded for successful completion of specific certification examinations and will determine the number of credit hours awarded. The NWOSU chief academic officer will serve as the final approving authority for the awarding of college credit consistent with State Regents’ policies. This seamless transition will encourage students to continue their education to the baccalaureate level.

Employment opportunities. Although most students will likely be working adults, baccalaureate degree completion will provide enhanced employees sought by local employers. NWOSU has researched local employment issues to find a need for technically trained employees with business and managerial preparation as well.

Student demand. The proposed program is expected to enroll a minimum of 17 majors in fall 2007 and graduate a minimum of 6 students in 2007-08.

Duplication/Impact on existing programs. Only Southeastern Oklahoma State University offers a Bachelor of Applied Arts and Sciences. Given the distance between locations, the partnerships with Northwest Consortium CTCs and NOC, and the limited areas of study eligible for extramural credit, NWOSU’s proposed program does not represent unnecessary duplication.
**Curriculum.** The proposed degree program consists of 124 total credit hours from the following five areas: general education (41 credit hours), career specialty (10-30 credit hours), technical management core (27 hours credit hours), support and related courses (0-15 credit hours), and directed upper division electives (14 credit hours). Courses for the major are supported by the Department of Business, E-Commerce, and Agriculture. An oversight committee will assist in determining the number of college credit hours that should be granted by the university for successful completion of national or vendor specific certification examinations. The committee will utilize the American Council of Education standards as a guideline for recommending college credit hours and will make recommendations to the chief academic officer for final credit determination.

Attachment A details the proposed curriculum. No new courses will be added.

**Faculty and staff.** No additional faculty will be required.

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

**Financing.** No additional funds are required.

Attachment
General Education Requirements 41 Credit Hours

Career Specialty Requirements 10-30 Credit Hours

Technical Management Core Requirements 27 Credit Hours
- ACCT 2123  Financial Accounting 3 hours
- ACCT 2133  Managerial Accounting 3 hours
- GBUS 3903  Business Law I 3 hours
- GBUS 4433  Business Policy 3 hours
- MGMT 3063  Principles of Management 3 hours
- MGMT 3433  Organizational Behavior 3 hours
- MRKT 3043  Principles of Marketing 3 hours
- MIS 4413  Management Information Systems 3 hours
- MIS 3003  Data Management Systems 3 hours

Support and Related Courses 0-15 Credit Hours

Directed Upper Division Electives 14 Credit Hours

Total to Graduate 124 Credit Hours
AGENDA ITEM #9:

Program Deletion

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

The University of Oklahoma (OU) requests authorization to delete the Bachelor of Science in Mathematics in Mathematics (301) and the Bachelor of Business Administration in Real Estate (236).

The University of Oklahoma Health Sciences Center (OUHSC) requests authorization to delete the Master of Science in Medical Sciences (021).

Southeastern Oklahoma State University (SEOSU) requests authorization to delete the Bachelor of Science in Electrical Engineering Technology (015).

Southwestern Oklahoma State College (SWOSU) requests authorization to delete the Bachelor of Arts in Physics (043), Bachelor of Science in Physics (044), and Bachelor of Science in Biophysics (045).

POLICY ISSUES:

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

ANALYSIS:

OU requests to delete two programs:

- The Bachelor of Science in Mathematics in Mathematics (301) will no longer be necessary as OU makes modifications to the current Bachelor of Arts in Mathematics in Mathematics (300). (OU has requested to change this program designation to a Bachelor of Science in Mathematics) and the Bachelor of Arts in Mathematics (299). Two students remain in the program and will be able to graduate in 2005 as planned, since no courses will be deleted. No funds will be available for reallocation.

- The Bachelor of Business Administration in Real Estate (236) no longer has faculty to support the program, and institutional officials indicate the budget will not allow for hiring of new faculty. Twenty-one students remain in the program; accommodations will be made to allow them to graduate by May 2005. No courses will be deleted, and no funds will be available for reallocation.
OUHSC requests to delete the Master of Science in Medical Sciences (021). The program has been inactive since it was suspended in January 2000 due to lack of demand. No courses will be deleted, and no funds will be available for reallocation.

SEOSU requests to delete the Bachelor of Science in Electrical Engineering Technology (015) due to insufficient demand for this high cost program. Two students remain in the program and will graduate in May 2003. Most courses will be deleted, and one faculty member will retire, resulting in a savings of $76,464. However, due to current budget reductions, no funds are available for reallocation. Should funds be restored in the future, they will be reallocated to the Department of Computer and Information Sciences.

SWOSU requests to delete three programs due to the low number of graduates for the past five years:
- The Bachelor of Arts in Physics (043) has no students remaining. One course will be deleted; however, no funds will be available for reallocation.
- The Bachelor of Science in Physics (044) has one student remaining who will graduate in 2006. One course will be deleted; however, no funds will be available for reallocation.
- The Bachelor of Science in Biophysics (045) has three students remaining, the last of whom will graduate in 2006. One course will be deleted; however, no funds will be available for reallocation.
AGENDA ITEM #10:

Technical-Occupational Program Review

SUBJECT: Oklahoma State University – Oklahoma City (OSU-OKC) and Oklahoma State University Technical Branch – Okmulgee (OSUTB-OKM). Consideration of evaluation team recommendations.

RECOMMENDATION:

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

BACKGROUND:

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

The Oklahoma State System of Higher Education offers 260 AAS degree programs at 18 institutions (two technical branches, three urban and nine rural community colleges, and four baccalaureate degree-granting institutions functioned to offer technical-occupational programs). These degree programs enroll about 16,000 students and graduate approximately 2,400 students each year.

POLICY ISSUES:

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

An external evaluation team visited OSU-OKC March 3-4 and OSUTB-OKM March 5-7, 2003. The following materials were reviewed by the team:

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

The teams conducted interviews with institutional representatives including:

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

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

OKLAHOMA STATE UNIVERSITY – OKLAHOMA CITY

The evaluation team recommended 17 AAS degree programs and seven certificate programs for unqualified continuation (five years). Among the general observations noted by the team were:

- dedicated, qualified faculty delivering curricula preparing students for a contemporary job market;
- strong student support for all programs;
- superior, modern instructional facilities;
- excellent relationships with advisory committees; and
- the team noted that the assessment of student learning is only marginally implemented with the need for 1) establishment of general education competencies across the curriculum, and 2) implementation of a comprehensive plan for assessment of student learning outcomes.

OKLAHOMA STATE UNIVERSITY TECHNICAL BRANCH – OKMULGEE

The evaluation team recommended 14 AAS degree programs for unqualified continuation (five years). Two AAS degree programs were recommended for qualified continuation for two years. The AAS in Office Information Systems Technology (039) received qualified continuation for two years due to marginal enrollment and recruitment, limited advisory committee input, and a curriculum which needs to be examined for relevancy and currency in light of industry expectations.
The AAS in Information Technologies (012) has been restructured recently, and no students have completed the entire restructured program. To determine that the revised curriculum meets desired outcomes, an annual report will be required showing that 1) a meaningful percentage of graduates find employment in the field; 2) graduates and employers are satisfied with graduate skills and knowledge; and 3) program-level assessment results show that a majority of program outcomes being measured have achieved satisfactory levels.

Among the general observations applicable across programs, the team noted the following:
- dedicated, qualified faculty delivering curricula preparing students for a contemporary job market;
- strong student support for all programs;
- superior, modern instructional facilities; and
- excellent relationships with advisory committees.

Additionally, the team noted marginal implementation of the assessment of student learning and the need for a “strong, concerted focus” on assessment processes. The team recommends submission of a comprehensive report for each program by May 3, 2005, documenting the development and implementation of a comprehensive assessment program. Specific items to be addressed in the report are detailed in the individual program recommendation sheets.

Attachment
# OKLAHOMA STATE UNIVERSITY – OKLAHOMA CITY (OSU-OKC)
## Technical Occupational Program Review
### Evaluation Visit: March 3-4, 2003

<table>
<thead>
<tr>
<th>Evaluation Team</th>
<th>Programs Recommended for Unqualified Continuation - 5 Years [Next Review: 2008]</th>
<th>Programs Recommended for Qualified Continuation (less than 5 years)</th>
<th>Programs Recommended for Discontinuation</th>
</tr>
</thead>
</table>
| Dr. Rick Blackburn (Team Chair), Campus Academic Officer New Mexico State University - Carlsbad 1500 University Drive Carlsbad, New Mexico 88220 | • Associate in Applied Science (AAS) in Police Science (015)  
• AAS in Computer Information Systems (005)  
• AAS in Management (053)  
• AAS in Accounting (022)  
• AAS in Technical Communications (064)  
• AAS in Electronics Engineering (006)  
• AAS in Horticulture (011)  
• AAS in Architectural (001)  
• AAS in Municipal Fire Protection (009)  
• AAS in Industrial Drafting and Design (012)  
• AAS in Occupational and Environmental Safety (052)  
• AAS in Interpreter Training (063)  
• AAS in General Engineering Technology (010)  
• AAS in Civil/Surveying Technology (018)  
• AAS in Crime Victim/Survivor Services (077)  
• AAS in Applied Technology (080)  
• AAS in Construction Technology (065)  
• Certificate in Signing Skills (056)  
• Certificate in Horticulture (023)  
• Certificate in Construction Estimator (027)  
• Certificate in Micro Computer Electronics (025)  
• Certificate in Industrial Drafting (030)  
• Certificate in Retail Floristry (041)  
• Certificate in Firefighter I (029) | None | None |
<p>| Dr. James R. Grote President Seward County Community College 1801 North Kansas Avenue Liberal, Kansas 67905-1137 | | | |
| Dr. Jerome R. Migler Vice President, Division of College Outreach North Dakota State College of Science 800 Sixth Street North Wahpeton, North Dakota 58076 | | | |
| Dr. Karen E. Nagle Rafinski President Clark State Community College 570 East Leffel Lane Springfield, Ohio 45501-0570 | | | |</p>
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<th>Dr. Diane Tebbetts Director of Planning Mid-South Community College 2000 West Broadway West Memphis, Arkansas 72301</th>
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<tr>
<td>Dr. Rick Blackburn (Team Chair) Campus Academic Officer New Mexico State University - Carlsbad 1500 University Drive Carlsbad, New Mexico 88220</td>
<td>• Associate in Applied Science (AAS) Automotive Service Technology (004) • AAS in Diesel and Heavy Equipment Technology (018) • AAS in Air Conditioning and Refrigeration Technology (002) • AAS in Food Service Management (Culinary Arts) (046) • AAS in Construction Technology (011) • AAS in Graphic Design Technology (014) • AAS in Automotive Collision Repair Technology (003) • AAS in Business Systems Technology (027) • AAS in Photography Technology (061) • AAS in Jewelry Technology (050) • AAS in Shoe-Boot-Saddle (037) • AAS in Multi-Media Graphics Technology (034) • AAS in Engineering Technologies (080) • AAS in Watchmaking and Microtechnology (043)</td>
<td>• AAS in Information Technologies (012) • AAS in Office Information Systems Technology (039)</td>
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<td>Dr. James R. Grote President Seward County Community College 1801 North Kansas Avenue Liberal, Kansas 67905-1137</td>
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<tr>
<td>Dr. Jerome R. Migler Vice President, Division of College Outreach North Dakota State College of Science 800 Sixth Street North Wahpeton, North Dakota 58076</td>
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<tr>
<td>Dr. Karen E. Nagle Rafinski President Clark State Community College 570 East Leffel Lane Springfield, Ohio 45501-0570</td>
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<td>Dr. Diane Tebbetts Director of Planning Mid-South Community College 2000 West Broadway West Memphis, Arkansas 72301</td>
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AGENDA ITEM #11:

Tulsa Reconciliation Scholarships

SUBJECT: High School Scholarship Nominees for 2003-04

RECOMMENDATION:

It is recommended that the State Regents approve Tulsa Reconciliation Scholarship awards for 2003-04 to the individual nominees submitted by the Tulsa Public School District.

BACKGROUND:

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

At their February 21, 2003 meeting, the State Regents authorized the awarding of the first Tulsa Reconciliation Scholarships for the 2003-04 academic year.

May 31, 2003 marks the 82nd anniversary of the Tulsa Race Riot.

POLICY ISSUES:

The high school awards authorized by the 2002 amendments are intended to preserve “awareness of the history and meaning of the civil unrest that occurred in Tulsa in 1921” [Title 70, Section 2623]. Schools were encouraged to nominate students whose character and conduct contribute to greater communication and understanding between persons of diverse backgrounds.

The only eligibility criteria specified in statute were that the students be enrolled in the Tulsa high school from which they were nominated and that their family income not exceed $70,000 from taxable sources. The scholarship award amount is not to exceed the equivalent of average tuition at state system institutions.

ANALYSIS:

Two $1,000 one-time scholarship awards have been allocated to each of the ten Tulsa high schools. The nomination forms and supporting documentation have been reviewed by State Regents’ staff. All of the nominees meet the statutory requirements of being enrolled in the appropriate Tulsa high school and having a family income not exceeding $70,000 from taxable sources.
Attached for State Regents’ approval is a list of the 20 TRESP High School Nominees for the 2003-04 academic year. The projected cost for 2003-04 is $20,000. It is recommended that the State Regents approve the awards to the nominees submitted by the Tulsa Public School District. Funds will be distributed to the nominees only upon verification of enrollment at an institution of higher education in the Oklahoma State System of Higher Education, a private institution or in a postsecondary career technology education program.
## TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP PROGRAM

### 2003-04 HIGH SCHOOL NOMINEES

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<th>CENTRAL HIGH SCHOOL</th>
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<td>Deshuttaney Mosley $1,000</td>
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<td>John Weygandt $1,000</td>
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AGENDA ITEM #12:

Child Care Education

SUBJECT: Contract with the Department of Human Services to continue to provide educational opportunities to child care teachers/directors working in licensed child care facilities in Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents (1) approve the attached contract between the Department of Human Services and the Oklahoma State Regents for Higher Education, in the amount of $1.44 million dollars, for the purpose of continuing the two-year college Scholars for Excellence in Child Care programs, and (2) accept the 2002-03 Scholars for Excellence in Child Care progress report.

BACKGROUND:

The Department of Human Services (DHS) licenses over 6,100 child care facilities with the capacity to potentially impact the lives of over 124,000 children being cared for in Oklahoma. Additionally, DHS notes there are approximately 16,000 child care teachers employed in the early child care field. Each year nearly half (44%) of the child care teachers leave their job primarily as a result of low pay. A 1998 study conducted by the University of Oklahoma, on the professional status of the Oklahoma child care workforce, revealed few child care teachers have education beyond high school and fewer have earned a Child Development Associate (CDA) credential or state teacher certification.

The Families and Work Institute and DHS surveyed kindergarten school teachers in May 1999 regarding kindergarten school readiness. The kindergarten teachers reported an estimated 25% of all kindergarten children are not ready to participate successfully in the classroom. In particular, they do not have required skills, such as the ability to listen, pay attention, and follow directions.

In an effort to improve the quality of care children receive in licensed facilities, increase teacher educational levels, compensation, and improve retention, the Department of Human Services entered into a contract with the State Regents on June 30, 2000. The contract allows two-year colleges to, among other things, offer specialized programs and to recruit licensed child care teachers as a way to encourage them to further their early child care education.

In order to differentiate these specialized programs for existing child care teachers employed in licensed centers/homes from the regular campus early childhood education classes, a statewide initiative named, “Scholars for Excellence in Childcare”, was established to refer to those programs being offered pursuant to the contract with DHS. Each of the twelve two-year colleges as well as Oklahoma State University-OKC has a Scholars program in place.
POLICY ISSUES:

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

ANALYSIS:

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

There is evidence that meaningful progress is being made on all four goals. For example, licensed facilities participating in the “Reaching for the Stars” standards reveal that, since September 2000 to January 2003, licensed homes meeting the one-star plus criteria have gone from 42 to 643, a 1,430% increase. Licensed centers that have reached the one-star plus criteria have gone from 24 to 330, a 1,275% increase. At the two-star level, licensed homes have gone from 102 to 524, a 413.7% increase; and licensed centers reaching the two star plateau have gone from 135 to 441, a 226.6% increase; and, at the three star status, the highest level achievable, licensed homes have gone from 3 to 14, a 336.6% increase, and licensed centers have gone from 30 to 71, a 136.6% increase.

Regarding academic progress, through December 2002, 189 child care teachers/directors participating in the Scholars for Excellence in Child Care initiative have obtained a Child Development Associate (CDA). The CDA is a nationally recognized credential. Another 441 teachers/directors have earned a certificate of mastery, and 134 teachers/directors have reached the associate degree level.

Concerning compensation, 355 teachers/directors in licensed child care facilities who have completed 9 to 12 college credit hours, within one year, at a “C” or above, have earned a $200 bonus and another 346 teachers/directors in licensed child care facilities who have completed 13 to 20 college credit hours, within one year, with a grade of “C” or above have received a $250 bonus.

There is also evidence of improved retention rates among teachers employed in licensed child care facilities. When comparing retention rates in 2002 with retention rates of 2003, 475 more teachers have remained employed in the child care industry, a 139.8% increase.

It is recommended that the State Regents approve the attached contract, in the amount of $1,440,000, to enable State System two-year colleges to continue the Scholars for Excellence program. A copy of the contract setting forth the terms and responsibilities is attached. The Scholars for Excellence in Childcare program applications and budgets from the two-year colleges for the next grant year (July 1, 2003 through June 30, 2004), once received, will be reviewed by DHS and State Regents’ staff and recommended for continuation at the June State Regents’ meeting. It is also recommended that the State Regents accept the attached Scholars for Excellence in Child Care progress report for 2002-03.

Attachments
Scholars for Excellence in Child Care Program  
State Regents/Department of Human Services/Two-Year Colleges Collaboration  
A Report on Progress – FY2002-03

**Demographic Information**

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>DHS Licensed Child Care Facilities</td>
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<tr>
<td>Two Year College Scholars for Excellence in Child Care Program</td>
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**Licensed Child Care Facilities***

**Licensed Homes Comparison - Sept 00/Jan 03**

<table>
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<tr>
<th>Star Level</th>
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**Licensed Centers Comparison - Sept 00/Jan 03**

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<tr>
<td>Three Star</td>
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</table>

**Academic Program Successes**

- Scholars Enrolled in Academic Coursework
  - Number: 1,753

  **Credential/Degree Awarded (thru Dec. 02)**
  - Child Development Associate (CDA-nationally recognized credential)
    - Number: 189
  - Certificate of Mastery
    - Number: 441
  - Associate Degree
    - Number: 134

  **TEACH Scholarships/Bonuses**
  - Scholarships Awarded by TEACH
    - Number: 2,327
  - Child Care Providers Receiving $200 bonus for Completing 9-12 credit hours in One Year with “C” or Above
    - Number: 355
  - Child Care Providers Receiving $250 bonus for Completing 13-20 credit hours in One Year with “C” or Above
    - Number: 346

  **REWARD Salary Supplements***
  - 2002 – Child Care Providers Remaining Employed with Current Facility
    - Number: 1,191
  - 2003 – Child Care Providers Remaining Employed with Current Facility
    - Number: 1,666
* All licensed facilities participate in the “Reaching for the Stars” program. The goal of the Stars program is to: (1) increase the training and education of child care providers, thereby improving the overall quality of care, (2) provide parents with a method to evaluate child care, and (3) increase the reimbursement that child care providers receive and create new slots for low-income families. The Scholars for Excellence in Child Care program allows child care providers an opportunity to increase their level of education which, in turn, helps them achieve a higher star status.

**The T.E.A.C.H. scholarship program, funded through DHS, is an integral part of the Scholars program. The T.E.A.C.H scholarship will pay for tuition and fees for those scholars that are not PELL eligible.

***The REWARD program is a salary supplement program for child care providers also funded through DHS. This program allows those scholars who have completed various levels of education to receive a “bonus” each six months provided they have remained employed with their current licensed facility.
This agreement is entered into this day of 5th of May, 2003 by the Oklahoma Department of Human Services (hereinafter Department) and the Oklahoma State Regents for Higher Education (hereinafter SRHE). The SRHE hereby offer and agree to administer the Scholars for Excellence in Child Care (hereinafter SECC) program to provide education/training opportunities to assist child care employees in obtaining a Child Development Associate (hereinafter CDA) credential, or an associate degree in early childhood development in accordance with the following terms and conditions.

I. Contract Allowable Cost And Payment Schedule

For and in consideration of the performance of this contract by SRHE, the Department agrees to pay an amount not-to-exceed $1,440,000.00 (one million four-hundred forty thousand dollars) for services agreed upon herein. 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. 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 7-1-03 and ending 6-30-04.

III. SRHE will agree to provide the following:

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

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

3. Assure compliance with contract requirements;

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

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

6. Assure accountability measures through the SECC program’s database at each institution to determine the project’s success. In addition, information will be evaluated to determine any needed program adjustments.
7. In collaboration with Department, and with input from institutions, continue to refine the duties and expectations for the position of child development scholar coordinator.

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

9. Conduct site visits with a peer review member to the participating colleges’ campuses on an annual basis, or more frequently as needed, for the purposes of monitoring of program, purposes, objective, activities and fiscal compliance to assure adherence to the approved program.

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

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

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

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

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

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

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

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

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

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

10. Provide a strategic plan and time line that details the child development scholar coordinator’s responsibilities and activities as outlined below;

11. Serve a minimum number of 50 active program participants per semester;

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

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

   a. Develop materials for recruiting child care provider staff in the community for the CDA/associate degree program.

   b. Recruit and provide career counseling to eligible scholar.

   c. Assist participants with the financial aid process (PELL or TEACH)

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

   e. **Mentor** program scholars at their worksite or appropriate location.

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

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

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

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

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

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

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

   m. Will attend any staff development activities coordinated through the SRHE’s office.
n. Scholar coordinators who have received CDA advisor training may be required to assess scholars, not on their caseload, who are pursuing the CDA credential.

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

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

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

V. Department agrees to provide the following:

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

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

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

VI. Department’s Financial Commitment

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

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

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

VII. Reporting/Accountability

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

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

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

VIII. General Provisions

A. Billing

This is a cost reimbursement contract. Claims for reimbursement of services shall be submitted within (90) calendar days of the provision of services. Supporting encumbrances will be canceled upon a lapse of six months from the actual provision of services, unless specified otherwise in the contract. All claims for reimbursement must be submitted no later than 8-30-03; after this date all funds will be canceled.

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

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

Colleges will provide local funds to match the Child Care Development Fund (hereinafter CCDF), which have been set aside by DHS to fund the approved college programs. The matching funds shall be fifteen percent of the approved college’s budget (85% coming from CCDF funds provided by DHS). If a college has an approved Facilities and Administrative Costs rate (hereinafter F&A), the in-kind contribution will be the difference between the federally approved F&A rate and the indirect rate charged by this contract.

a. In lieu of transfer of matching funds from college to DHS, SRHE will identify the specific amount of matching funds ascertained that are available for DHS to use as non-federal share of CCDF expenditures.

b. SRHE assumes that state or local matching funds identified for the purpose set forth in this contract will not be used to match other federal funds.

B. Travel

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

C. Modification

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

D. Termination

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

E. Sub-Contracting

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

F. Disallowance of Claims

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

G. Supporting Documentation

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

H. Unavailability of Funding

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

Howard Hendrick, Director
Oklahoma Department of Human Services

Date: ______________________

Paul Risser, Chancellor
Oklahoma State Regents for Higher Education

Date: ______________________
AGENDA ITEM #13-a:

Oklahoma Student Preparation for College

SUBJECT: State Regents’ Educational Planning and Assessment System (EPAS) Recognition Program: Oklahoma Scholars 2003

RECOMMENDATION:

Presented for State Regents information.

BACKGROUND:

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

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

POLICY ISSUES:

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

ANALYSIS:

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

Students receiving certificates for academic achievement on the PLAN test = 5,720
Students receiving certificates for academic achievement on the EXPLORE test = 7,598

Total number of students receiving certificates statewide = 13,318

Additionally, district rosters are sent to the school district superintendents in the state in order to help them create local press releases and to help make them aware of the program and the level of academic achievement in their schools as represented by student performance within EPAS.
It is intended that students receiving these certificates will serve as models to other students on what kind of courses to take to prepare for college, and provide a motivation for early academic preparation for college and work. An added benefit for students is that they receive certificates even if they score in the top five percent in only one content area – motivationally, such a certificate should encourage students academically in all areas by receiving recognition in areas in which they excel.

**Oklahoma Scholars** has been replicated annually for participating EPAS schools as part of the Oklahoma State GEAR UP program and is now sustained through the State Regents’ EPAS agreement as added value to the overall EPAS program effort.

Attached to this item is a roster of the schools in Oklahoma and the number of students in each middle and high school receiving certificates.
AGENDA ITEM #13-b:

Oklahoma Student Preparation for College

SUBJECT: EPAS -- Annual Report of Student Progress on the EXPLORE and PLAN Assessment for Academic Year 2001-2002

RECOMMENDATION:

This item is presented for State Regents information only.

BACKGROUND:

The State Regents have sponsored the Oklahoma Educational Planning and Assessment System (EPAS) as a student preparation initiative since 1993. When the pilot for EPAS began, four school districts participated in the pilot. Annually, EPAS participation has increased to the point that, in the 2001-2002 academic year, 84,775 students participated by taking the assessments. These students are represented by a total of 489 participating school districts, which includes 42 private schools, and two Bureau of Indian Affairs Schools. This total also reflects an increase of 37 districts over the 2000-2001 EPAS testing year and an increase of 127 districts since the 1997-98 school year. Within that total, 42,504 students took the eighth grade EXPLORE assessment and 40,271 students took the tenth grade PLAN assessment.

Each district voluntarily participates in EPAS annually, over and above the state’s required testing for K-12 education. The EXPLORE, PLAN, and ACT assessment are linearly scaled, 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 1990s. More recently, 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. In tandem with financial aid support from OHLAP and outreach support provided through the federal GEAR UP program, EPAS continues to be a valuable tool for Oklahoma middle and high school students. Most importantly, State Regents provide, through EPAS, the only assessment system that Oklahoma’s schools have at their disposal that directly measures student progress along a continuum of skills necessary for success in the first year of college.

ANALYSIS:

Before presenting the EPAS data for 2001-2002, it is important to note how the student data and State Regents’ interpretation of that data have undergone a change over time as more students have begun taking the assessments. Early in the EPAS program, with smaller numbers of students taking the assessments because of lower district participation, it was not unusual to see larger jumps (or drops) in scores year-to-year. The size of the sample and the variance generated by the larger pool of students
means that, as EPAS has reached saturation point in implementation, the gains or drops from year to year will not be as dramatic. Therefore, significant gains in EPAS scores year to year are not likely to occur due to the number of students taking the test. Increases in scores will only occur with improved academic preparation.

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

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<td>14.8</td>
<td>14.7</td>
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</table>

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

<table>
<thead>
<tr>
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<td>15.6</td>
<td>13.1</td>
<td>15.4</td>
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</table>

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

- Sixty-five percent indicate planning to attend a two- or four-year college or university.
- Of that group, 78 percent said they plan to take core courses in high school.4

4 For ACT Assessments, “core” is defined as the ACT 13-unit recommended core.
Sixty-six percent of students expressed a need for help in math skills. Seventy-two percent expressed a need for help in developing good study skills and habits. Two-thirds of Oklahoma eighth graders who took the EXPLORE said they need assistance in selecting high school courses, exploring postsecondary options, and exploring postsecondary financial aid. Only 39 percent of responding eighth graders indicated that they felt their courses were challenging. Twenty-six percent agreed or strongly agreed with the statement that a teacher or counselor helps them plan courses for school. Thirty-seven percent indicated a plan to take courses by concurrent enrollment. Forty-one percent indicated a plan to take Advanced Placement courses.

10th GRADE PLAN RESULTS

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

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<tr>
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Though Oklahoma’s 10th graders continued to outscore the national norms, the scores have decreased over the past three years in all areas.

<table>
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<tr>
<th>Testing Area</th>
<th>African American (2,848)</th>
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<th>Hispanic (1,567)</th>
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<td>17.2</td>
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</tbody>
</table>

Gaps in achievement seen in the eighth grade EXPLORE test remain evident when students take the PLAN test in the 10th grade. Asian and Caucasian students on average score higher than the national norms, while African American, Native American, and Hispanic students score below the norm, on
average, on the composite and all content areas. Asian students (who, because of the small number of students show lower variability in the aggregate) score higher on average than all other demographic subgroups.

**Gains Between Grades 10 and 12**

Annually, through the linkage reports provided by ACT, we are able to see if students progress as expected during the interim between taking the EPAS assessments. These studies are performed on a smaller number of students and the data presented represent a matched cohort between students who took the PLAN assessment in the 1999-2000 school year and who took the ACT Assessment as part of the 2002 graduating class. The matched cohort represents a sample size of 19,144 students.

<table>
<thead>
<tr>
<th>PLAN-ACT Linkage Reports</th>
<th>Graduating Class of 2000 who took the PLAN in 1999-2000 Percentage of Students Scoring Above, At, or Below Expected Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>11%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11%</td>
</tr>
<tr>
<td>Reading</td>
<td>12%</td>
</tr>
<tr>
<td>Science Reasoning</td>
<td>11%</td>
</tr>
</tbody>
</table>

In all content areas, Oklahoma exceeds the percentage of students who score below expected gains between the time they took the PLAN test and the ACT Assessment. Three percent more students scored below expected gains in Mathematics – this represents close to 600 students out of the matched cohort. Two percent scored below expected gains in English and in Science Reasoning (nearly 400 students in each area). These data show again the necessity of strengthening the academic preparation particularly in grades 11 and 12.

However, a new SREB report, discussed in detail in a separate agenda item points to the impact of EPAS over the past ten years. Of states in which ACT is the dominant test taken for the purposes of college admission, two states posted the largest score gains while also increasing the number of students taking the ACT Assessment (each state gained 0.5 over ten years) -- Oklahoma and West Virginia. These states are the only states who have had statewide EPAS adoption.
AGENDA ITEM #13-c:

Scores In The South

SUBJECT: SREB Report: ACT and SAT Scores in the South: The Challenge to Lead

RECOMMENDATION:

This item is presented for State Regents information.

BACKGROUND:

The Southern Regional Education Board (SREB) periodically issues reports that are of key interest to K-12, higher education, and policy makers in the southern states served by the SREB. Their most recent report, ACT and SAT Scores in the South: The Challenge to Lead portrays student preparation for college from the context of standardized test scores over the past decade. Care was taken in the report to ensure that state comparisons were presented in the context of the dominant college admissions test taken. For example, in Oklahoma, the ACT Assessment is the assessment that the majority of students choose to take for college admission. While some comparisons rank all SREB states together, those that compare Oklahoma student performance to other states in which the ACT Assessment is the dominant test are the most informational and accurate, as such comparisons take into account the number/percentage of test takers.

POLICY ISSUES:

State Regents’ regularly report on studies that measure the progress of Oklahoma students in their preparation for college.

ANALYSIS:

SREB notes that the ACT and College Board report holds both good news and bad news for southern states. “On the positive side:

- Scores have improved over a 10-year period.
- More high school seniors are taking the tests, thereby expressing interest in going to college.
- More students are taking a college preparatory curriculum, thereby preparing for college.

But the reports also point to the hurdles that lie ahead:

- SREB states have not made progress in closing the achievement gaps between black and white students, nor between Hispanic and white students. In addition, other groups of students in SREB states – those who rank at the top or those who complete college preparatory studies – generally rank lower than their national counterparts.
• When college admission test scores are used to measure levels of readiness for college, they reveal that only a few SREB states are doing a good job of preparing all students.

• Students in SREB states have not reached parity on test scores with others in the nation.” (from Forward by Mark Musick, President, SREB).

How does Oklahoma’s Student Preparation fare in the context of other SREB states?

Before revealing Oklahoma’s performance, it is important to note differences in the database used by the SREB and those used by the State Regents. SREB uses the ACT database that contains students’ most recent scores, while State Regents’ reports use the database that shows the highest student score (based on the reality that it is the highest score a student uses for the purpose of entry into college).

Further, in making statements about percentage of graduating classes who took the ACT or SAT assessment, SREB uses the WICHE projections of senior class enrollment. State Regents annually correct those projections with more accurate local counts. These corrected projections are used each August in releasing ACT data and thereby often demonstrate greater ACT scores and a greater proportion of the high school graduating class taking the ACT or SAT assessment. The following information is based solely on the SREB findings.

SREB Question One:
The report centers on key questions in SREB’s goals. The first question is, “Are SREB states improving their ACT and SAT scores?”

SREB reports that:

• Three ACT States – Alabama, Oklahoma, and West Virginia – had increases in ACT scores exceeding the national average. They thereby narrowed the gap between state and national ACT scores. It is particularly noteworthy that all three gains were coupled with impressive increases in the proportion of students tested. Oklahoma tested 7 percent more of its students, West Virginia 8 percent more, and Alabama 16 percent more (p, 4).

  o Commentary: ACT and SREB staff both note that the states that posted the greatest increases were states in which the Educational Planning and Assessment System (EPAS) is a statewide student preparation program: Oklahoma and West Virginia. SREB staff report that it is clear that EPAS makes a difference for Oklahoma students (personal conversation May 11 and 12, 2003). Oklahoma’s increase in ACT scores as reported by SREB was up .5 (on a scale of 1-36), which ties West Virginia (the other EPAS state) as posting the largest score gains (p. 5).

• Alabama, Oklahoma, and West Virginia, among ACT states, narrowed the gap between state and national average scores with score increases exceeding the 1 percent change recorded nationally (p. 6).

SREB Question Two:
The second question SREB posed in the report was: “Are SREB states closing achievement gaps as measures by ACT and SAT scores?”
SREB reports that:

“The alarming fact is that the gaps between black and white, and Hispanic and white students are widening in SREB states:

- For Oklahoma, from 1998 to 2002, black student performance dropped .1 of a scale score point while white student performance remained unchanged (p. 9).
- For Oklahoma, from 1998 to 2002, the gap between Hispanic and white students widened. Hispanic student performance dropped .7 of a scale score point while white student performance remained unchanged (p. 11)
- For SREB states in general, the gap between ethnic minority students and their white counterparts remains wide – wider than the differences among other states.

Commentary: Oklahoma achievement gaps are not necessarily characterized only by the difference in ethnic minority student performance and the performance of white students. Rather, a more informative description of student progress toward college readiness is the gap between a student's performance and that performance necessary to enter into and succeed in, college in Oklahoma. Minority data presented in the Oklahoma ACT summary from August 2002 showed the following:

The mean ACT for African Americans in Oklahoma increased from 17.0 in 1992 to 17.1 in 2002. The mean ACT for Native Americans in Oklahoma rose from 18.8 in 1992 to 19.4 in 2002. Oklahoma African Americans and Oklahoma Native Americans both scored above their national counterparts (16.8 and 18.6, respectively).

Also as reported in the Oklahoma ACT summary, the percentage of students taking core courses is important and impacts eventual ACT scores:

Since 1992, the percentage of college-bound high school seniors taking the ACT core curriculum (4 units-English, 3 units-math, 3 units-social studies, 3 units-sciences) increased. The percentage of Oklahoma students taking the core in 2002 increased by eight percentage points compared to those taking the core in 1992. On average, students who planned to complete the core curriculum scored 2.7 points higher than students who did not.
PERCENT TAKING CORE CURRICULUM

<table>
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<tbody>
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</tr>
<tr>
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<td>44%</td>
<td>47%</td>
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<td>48%</td>
<td>49%</td>
<td>47%</td>
<td>51%</td>
</tr>
<tr>
<td>Native American</td>
<td>39%</td>
<td>42%</td>
<td>42%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
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<tr>
<td>Hispanic American</td>
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<td>48%</td>
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<td>54%</td>
<td>55%</td>
<td>56%</td>
<td>50%</td>
<td>53%</td>
<td>47%</td>
</tr>
</tbody>
</table>

NOTE: Percentages based on all test takers, including those not reporting courses.

Since 1992, the percentage of African American students taking the core curriculum increased 13 percentage points, more than any other ethnic group. Of all ethnic groups, Asian Americans have the highest percentage of students taking the core curriculum (70 percent). Oklahoma core takers scored the same as their national counterparts, 21.8. Non-core takers lagged behind by 0.1 of a point.

SREB Question Three:
A more important question than focusing merely on achievement gaps disaggregated by race is, Are the students meeting benchmarks for college readiness – regardless of their demographic characteristics? SREB’s report asks that question: “Are students in SREB states being sufficiently prepared for college?”

SREB reports that:
While neither ACT nor The College Board have established college entry benchmarks, the colleges and universities using the assessments for the purposes of admission do have certain thresholds. In the aggregate, the benchmarks SREB uses for this report are determined by a number of factors. The benchmarks used for this report are:

<table>
<thead>
<tr>
<th>ACT</th>
<th>SAT</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>17</td>
<td>400 Verbal</td>
<td>Basic</td>
</tr>
<tr>
<td></td>
<td>400 Math</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>450 Verbal</td>
<td>Admissible</td>
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<tr>
<td></td>
<td>450 Math</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>500 Verbal</td>
<td>Standard</td>
</tr>
<tr>
<td></td>
<td>500 Math</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>600 Verbal</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>600 Math</td>
<td></td>
</tr>
</tbody>
</table>
Defining the SREB terms:

✓ According to SREB, students scoring a 17 on the ACT may be ready for some programs at non-selective institutions, but are likely to require remediation.

✓ A score of 19 on the ACT Composite is a typical admission threshold at four-year colleges, though many of these college perform further tests for placement into certain courses.

✓ A score of 21 is a “standard” admission threshold nationally, and a score of 26 is typically required for admission to selective programs or institutions.

Given those definitions, where does Oklahoma stand?

• Of the 26,717 students who took the ACT in the 2002 graduating class,
  o 72% scored at or above below the Basic level (17)
  o 55% scored at or above the Admissible level (19)
  o 39% scored at or above the Standard level and (21)
  o 12% scored at or above the Proficient level (26)

Among the eight SREB states that had 70 percent or more of their students take the ACT Assessment, Oklahoma ranks first in the number of students scoring at or above the Proficient level and first among states scoring at or above the Admissible level.

Commentary:
Oklahoma data agree with SREB data conclusions in general:
• A significant number of students taking the ACT and SAT are not prepared for college at basic levels of preparation
• Too few students meet standard college admission thresholds
• Too few students meet proficient college admission thresholds (p. 17).

Question Four:
SREB’s final question is: How do students in SREB states compare with students nationally?

SREB reports that:

• Oklahoma ranks ninth among the 16 SREB states for average scores reported on the SAT scale;
• Oklahoma ranks 40th in the nation for average scores reported on the SAT scale.
• For black student performance, Oklahoma ranks ninth of the 16 SREB states and 35th in the nation.
• For white student performance, Oklahoma ranks 10th of the 16 SREB states and 45th in the nation.
• Among students reporting taking a core curriculum in high school, Oklahoma ranks eighth among the 16 SREB states at 52 percent and 32nd in the nation.

Attached to this report is an information brief that describes SREB’s questions and conclusions in the context of all of the SREB states. The full report is available upon request and is also available at www.sreb.org under the “latest publications” section of their website.
AGENDA ITEM #14:

E&G Budgets

SUBJECT: Allocation of FY2004 state appropriations to colleges, universities, constituent agencies, centers, Regents’ operations and other special programs and authorization to make final adjustments in FY2003 allocations

RECOMMENDATION:

It is recommended that the State Regents approve the allocation of state appropriated funds in the amount of $767,880,403, as presented in the following schedules. This allocation is contingent on final action by the Legislature and Governor at the above level of appropriations. It is also recommended that the State Regents authorize staff to make final adjustments for FY03 allotments after receipt of June revenues from the Office of State Finance.

ANALYSIS:

The 2003 Legislature reduced state support for higher education by $83,372,207, decreasing the Educational and General Budget operating base to $767,880,403, a 9.8 percent decrease from the beginning allocation of FY2003. This appropriations amount is $24,808,816 from the current allocations level, a decrease of 3.1 percent. The current allocation level includes $883,647 in carryover from FY02. Higher education received special consideration from the Legislature and was spared the 15-20 percent reductions experienced by many state agencies.

The budget allocation presented in this item deals only with the allocation of state appropriated funds. The institutional budgets, containing appropriations, tuition and fees and other revolving fund income, will be presented to the State Regents for approval at the meeting of June 30, 2003.

HIGHLIGHTS OF THE FY2004 ALLOCATION OF STATE FUNDS

The allocation recommendation is based on four guidelines:

1. Focus on the principal academic mission of the State System;
2. Hold reductions to general operating budgets of colleges and universities to under 10 percent;
3. Fund the Oklahoma Higher Learning Access Program at $11 million to meet projected commitments to all students; and
4. Minimize to the extent possible funding difficulties foreseen for FY05.

Institutional Budget Reductions. Institutional allocations show a decrease of just under $75.6 million or 9.99 percent. This loss will be offset by some amount of revenue from increased tuition rates, but the increased tuition revenue probably will not substantially offset the higher costs of health insurance, risk management increases and other items expected to total approximately $25 million. To compound the challenges, institutions expect a third year of substantial enrollment increases. The institutional allocations include special consideration for the Agriculture Experiment Station and the Cooperative Extension Service, as those entities do not have access the offsetting tuition revenue. The recommended
reduction for the experiment station is 9.45 percent and 8.99 percent for the extension service. In the OU Health Sciences Center allocation, the Family Medicine Residency program at the Lawton site is recommended for phase-out over a two-year period, as the site has attracted fewer participants than envisioned at start-up.

Scholarships and Financial Aid. The proposed allocation includes an additional $6.3 million for OHLAP, assuming that 3,500 high school seniors will claim the award promised early in their high school career and an average tuition increase of 15 percent. In the absence of dedicated funding, meeting this commitment comes at a cost to other worthwhile programs. The attached schedule shows the reallocations necessary to fund the OHLAP commitment. The OTAG program’s recommended allocation is a reduction of $1.7 million or 8.7 percent. As discussed in agenda item no. 7-g, the revised award payment schedule will virtually eliminate awards to graduate students. The National Guard Tuition Waiver Scholarship shows a reduction of $300,000; all commitments for the current year will be funded. The George and Donna Nigh scholarship is recommended for suspension, along with the Chiropractic Scholarship. Funding from the ASP trust fund will offset a $400,000 reduction in the FY04 allocation to the Academic Scholars Program, but hasten the depletion of the fund to FY2007, rather than FY2008. Overall, the allocation for scholarships shows an increase of $4.1 million (12 percent) from $34.1 million to $38.2 million.

Reallocations. Significant reallocations are required to hold the reduction for institutional operating funds to under 10 percent and fully fund the OHLAP awards. The attached schedule indicates the magnitude and the total reductions to each allocation line item. Funding for the Teacher Residency Program, the Summer Academies Program, and the Performing Arts Program through the Pollard Theater at Langston have all been suspended for a year. The academies on line for the summer of 2003 will be unaffected by this allocation, but no awards can be made for the summer of 2004.

Exempted from reductions are the Regional University Scholarships, the Prospective Teacher Scholarships, the Tulsa Reconciliation Scholarships, OCIA Debt Service, Higher Education OneNet User Fees and Academic Library Databases.

FY03 allotments. Final allotments of revenue for the current year will not be known until the second week of June. Regents are asked to authorize staff to adjust allocations and allotments for institutions and programs proportionate to the already approved reductions in the event of a further shortfall in revenue. Revised allocations for the current year would be brought to Regents for approval at the June meeting.

Economic Development Grant. One Economic Development grant is recommended for approval at this time. Subsequent recommendations will be brought to Regents for approval at the June meeting.

Northwestern Oklahoma State University: E-Commerce Program (Alva, Enid, Ponca City, Woodward). This grant will provide support for delivery and receipt of Northwestern Oklahoma State University’s “E-Commerce Bachelor’s Degree” in northern Oklahoma, including the Alva, Enid, Ponca City, and Woodward sites. Future allocations are contingent upon availability of funds, review and evaluation of the success of the grant, and will be determined during the usual budget process. ($185,000)
AGENDA ITEM #15-a:

Tuition and Fees

RECOMMENDATION:

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

BACKGROUND:

Article XIII-A of the Constitution of the State of Oklahoma provides for the establishment of the Oklahoma State Regents for Higher Education as the coordinating board of control for all public institutions in The Oklahoma State System of Higher Education within the limits prescribed by the Legislature. Specific powers enumerated include the power to prescribe and coordinate student fees and tuition, among others. The 2003 Legislature has enacted House Bill No. 1748, which modifies the statutory limits and emphasizes the role of institutional governing boards in the establishment of tuition, and Senate Bill No. 596, which provides eligibility requirements for resident tuition waiver scholarships to immigrant students who meet criteria for eligibility.

POLICY ISSUES:

State Regents’ Policy on Tuition and Fees is Part II, Chapter 4, Section 4, pages 45-55 of the Policies and Procedures Manual.

ANALYSIS:

The State Regents’ Policy on Tuition and Fees was last updated June 29, 2001. An informal review of the policy indicated the need for incorporating recent changes to the policy as well as miscellaneous minor editorial changes to reflect a consistent format. An informal, voluntary advisory task force consisting of members of the Council of Business Officers, Council on Student Affairs, and Council on Instruction was formed and met on November 7, 2002 to advise the State Regents’ staff on recommendations. Policy issues that were addressed included adding a distance learning policy, waiving of fees at off-campus locations, and clarification on tuition waivers for concurrently enrolled and other special students.

In addition, the 2003 Legislature passed House Bill No. 1748, and Governor Henry signed it on Friday, March 28, 2003. This legislation authorizes the State Regents to establish tuition and mandatory fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for resident students at comprehensive universities and less than the average rate charged at peer institutions for regional and two-year institutions. Rates for nonresident students may not exceed 105% of the peer averages. Further, the legislation deletes the enumeration of specific fees and authorizes the State Regents to establish academic services fees, not to exceed the cost of the actual services provided. It also details annual reporting requirements and stipulates that the State Regents will make a reasonable effort to
increase need-based financial aid available to students proportionate to any increase in tuition. These legislated changes have also been incorporated into the tuition policy.

Because reductions in state appropriations may cause Educational and General Budgets – Part I to decrease in FY04 and tuition to increase, relative to House Bill No. 1748, an increase in the cap on resident tuition waivers is proposed. Currently each institution is authorized to award up to three (3) percent of its July 1 approved E&G Budget – Part I for tuition waivers to resident students. The recommended percentage increase of five-tenths of a percent to three and five-tenths (3.5) percent is an effort to comply with the legislative intent for a commensurate increase in need-based financial aid proportionate to any increase in tuition.

The 2003 Legislature also passed Senate Bill No. 596, and Governor Henry signed it on Monday, May 12, 2003. This legislation qualifies immigrant students to be eligible to receive a resident tuition waiver scholarship if the student has resided in the state of Oklahoma with a parent or guardian for at least two (2) years prior to graduation from high school, or the successful completion of the General Education Development (GED) test, and satisfied requirements for admissions standards and filed lawful immigration status affidavit(s) with the institution in which the student is enrolled as specified in the legislation. These legislated changes have also been incorporated into the tuition policy.

Finally, the policy currently contains no recommendation for procedures for setting tuition and fees at Ardmore Higher Education Center and McCurtain County Higher Education Center. Staff, institutional representatives, and center personnel have worked together over the past month to develop procedures for the Centers. These procedures have been incorporated into Section II (item “C”) of the policy.

Modifications to the State Regents’ Policy on Tuition and Fees were posted for consideration at the State Regents’ meeting of April 3, 2003, and are now presented for State Regents’ approval.
Section 4

Student Tuition and Fees

POLICY AND PROCEDURES RELATING TO STUDENT TUITION AND FEES

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

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

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

70 O.S. 1991 and 70 O.S. Supp. 2000-2001, Sections 3218.2, 3218.8 through 3218.14, 3219.1, 3219.3, and 3220 as amended by Section 1 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, further recognizes the authority of the State Regents to prescribe and coordinate student fees and tuition at institutions in The State System. By January 1 of each year, the State Regents shall submit a report to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the minority floor leaders and education committee chairs of both houses of the Oklahoma Legislature, of action taken in regard to and the schedule of tuition and fees approved for the current academic year. The annual report shall include data on the impact of any tuition and fee increases on the ability of students to meet the costs of attendance, enrollment patterns, availability of financial aid, and any other data considered relevant by the State Regents.

74 O.S. Supp. 2000, Section 3117 provides that prior to the establishment or increase in a fee, the institution notify in writing, the Governor, the Speaker of the House of Representatives, the Administrative Rule Review Committee, and the President Pro Tempore of the Senate of the intended action, including justification for the new fee or fee increase. (Amended by Section 7 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature.)

70 O.S. 1991-2001, Sections 3218.8, and 70 O.S. Supp. 2000, Sections 3218 and 3218.8a, as amended by Sections 2 and 3 of Enrolled Senate Bill No. 596 of the 1st Session of the 48th Oklahoma Legislature, as amended by Sections 2 and 8 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, authorize the State Regents to increase undergraduate resident and nonresident tuition and mandatory fees, which students shall pay as a condition of enrollment, except as otherwise provided by law, per credit hour by an amount not to exceed seven percent (7%) of resident tuition per semester credit hour for the preceding academic year and to increase nonresident tuition per credit hour...
by an amount not to exceed nine percent (9%) of the nonresident tuition per semester credit hour for the preceding academic year. At the comprehensive universities the combined average of the resident tuition and mandatory fees, as determined by the State Regents, shall remain less than the combined average of the resident tuition and fees at state-supported institutions of higher education that are members of the Big Twelve Conference. The combined average of undergraduate nonresident tuition and mandatory fees, as determined by the State Regents, shall remain less than one hundred and five percent (105%) of the combined average of the nonresident undergraduate tuition and fees at the state-supported institutions of higher education that are members of the Big Twelve Conference. At the regional universities and two-year colleges, the combined average of the resident undergraduate tuition and mandatory fees, as determined by the State Regents, shall remain less than the combined average of the resident undergraduate tuition and mandatory fees at like-type state-supported institutions of higher education in states determined by the State Regents that include, but are not limited to, those adjacent to Oklahoma. The combined average of the nonresident undergraduate tuition and mandatory fees, as determined by the State Regents, shall remain less than one hundred and five percent (105%) of the combined average of the nonresident undergraduate tuition and fees at like-type state-supported institutions of higher education in states determined by the State Regents that include, but are not limited to, those adjacent to Oklahoma. In its deliberation on the establishment of resident tuition rates for undergraduate and graduate education, the State Regents shall balance the affordability of public higher education with the provision of available, diverse, and high-quality learning opportunities giving consideration to the level of state appropriations, the state economy, the per capita income and cost of living, the college-going and college-retention rates, and the availability of financial aid in Oklahoma. For any increase in the tuition rates, the State Regents shall demonstrate a reasonable effort to effect a proportionate increase in the availability of need-based student financial aid which shall include, but shall not be limited to, awards for the Oklahoma Higher Learning Access Program, Oklahoma Tuition Aid Grants, federal need-based financial aid and tuition waivers, and private donations.

70 O.S. Supp. 2000, Section 3218.9, as amended by Section 4 of Enrolled Senate Bill No. 596 of the 1st Session of the 48th Oklahoma Legislature, as amended by Section 3 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, authorizes the State Regents to establish resident and nonresident tuition and mandatory fees for graduate and professional courses and programs by an amount not to exceed ten percent (10%) of resident tuition for the preceding academic year and to increase nonresident tuition for professional programs by an amount not to exceed fifteen percent (15%) of the nonresident tuition for the preceding academic year, which shall remain less than the combined average of tuition and fees for like-type graduate and professional courses and programs of comparable quality and standing at state-supported institutions of higher education as determined by the State Regents. Professional courses and programs include, but are not limited to, law, medicine, veterinary medicine, optometry, pharmacy, and dentistry.

70 O.S. 2001, Section 3218.10, as amended by Section 4 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, authorizes governing boards of institutions within The State System to establish academic services fees at their respective institutions, with the approval of the State Regents, which may be required in addition to resident and nonresident tuition and mandatory fees. Such fees shall not exceed the actual costs of the academic services provided by the institution and may include, but shall not be limited to, special instruction, testing, and provision of laboratory supplies and materials. It is the intent of the Legislature that the State Regents maintain information on established mandatory fees authorized in Sections 3218.8, 3218.9 of this title and on the academic services fees authorized in this section. The information shall include, but shall not be limited to, the basis for the amount of the fee, the amount of total revenue to be collected from the fee, and the use of the revenue collected.
70 O.S. 2001, Section 3218.12, as amended by Section 5 of House Bill No. 1748 of the First Session of the Forty-Ninth Oklahoma Legislature, authorizes the State Regents to contract for, charge, collect, receive, and use any and all fees, tuition, charges, grants, and allowances available through the United States Veterans Administration, or any other federal agency for the education and training of veterans, establish a system of student tuition and fee waiver scholarships for use at each institution of The State System, establish an educational assistance program utilizing state institutional matching funds when federal student loan programs require it, and establish a program for payment of tuition and fees by consumer credit card.

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

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

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

I. DEFINITIONS

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

1. Resident Tuition. Payment required of an individual who is a either a resident of the state of Oklahoma or qualified for resident tuition under the provisions of Senate Bill 596 of the 2003 Session, its codification, or amendments thereto, for enrollment to receive instruction at any institution of The State System. Resident tuition is payment in addition to fees as defined in I.B. of this section. The statutory term for resident tuition is "general enrollment fee". The definition of a resident student can be found in State Regents' Policy II-2-100, Section III.1.

2. Nonresident Tuition. Payment required of an individual who is neither a nonresident of the state of Oklahoma nor qualified for resident tuition under the provisions of Senate Bill No. 596 of the 2003 Session, its codification, or amendments thereto, for enrollment to receive instruction at any institution of The State System. Nonresident tuition is payment in addition to resident tuition and fees as defined in I.B. of this section. A nonresident of the state of Oklahoma must pay both resident tuition and nonresident tuition. The statutory term for nonresident tuition is "tuition".
B. **Fees.** Those fees assessed students in addition to resident and nonresident tuition as a condition of enrollment—and as a condition of academic recognition for completion of prescribed courses. The fees are mandatory for all students in relation to a course of instruction or to an academic service including, but not limited to, student activity fees, and special fees. Fees that fall within this definition must be requested by institutions and approved by the State Regents.

1. **Mandatory Fees.** Fees required of all students for enrollment to receive instruction at an institution of The State System. Such fees shall be used to support the mission of the institution and shall support service facilities, such as student unions, health care infirmaries, recreational facilities, for any lawful purpose to enhance quality of student life including, but not limited to, facility debt service, student scholarships, student awards, travel, entertainment, guest speakers, and student organizations, or for any academic purpose or service as designated by the institution including, but not limited to, assessment fees and library resources fees. The State Regents shall maintain information on established mandatory fees, which shall include, but shall not be limited to, the basis for the amount of the fee, the amount of total revenue to be collected from the fee, and the use of the revenue collected. **Special Fees for Instruction and Academic Services.** Those fees, other than tuition, student activity fees, that are assessed students as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. Said fees are mandatory for all students receiving courses of instruction or academic services as designated by the institution.

   a. **Systemwide Fees.** Fees that are assessed each student for goods and/or services not directly tied to special instruction fees, testing/clinical service fees, facility/equipment utilization fees, classroom/laboratory supplies fees, or other special fees. These fees include admission fees, application fees and the International Student Maintenance Fee.

   b. **Special Instruction Fees.** Fees assessed students enrolling in specific courses. Examples include private instruction, private applied music lessons, special course fees for certain physical education courses, and aviation courses.

   c. **Testing/Clinical Service Fees.** Fees assessed students for placement and other similar services, diagnostic, aptitude, and achievement tests, reading clinics, and guidance clinics. This policy provision authorizes any institution to assess fees up to the cost of the test or service.

   d. **Facility/Equipment Utilization Fees.** Fees assessed students for use of equipment such as computers, physical equipment, musical instruments, and medical equipment and for facilities such as music practice rooms. Included in this category are the student technology services fee and library fee.

   e. **Classroom/Laboratory Supplies Fee.** Fees assessed students for courses that require a large amount of consumable supplies for items such as laboratory breakage and replacement, art supplies, and materials for the natural sciences. This policy provision authorizes any institution to assess fees up to the cost of the supplies.
f. **Other Special Fees.** Included in this category are the change of enrollment fee, academic records maintenance fee, the student assessment fee, and any other special fees that cannot be classified in one of the above categories.

2. **Academic Services Fees.** Fees assessed students as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. Such fees are mandatory for all students receiving certain courses of instruction or certain academic services as designated by the institution and shall not exceed the actual costs of the course of instruction or the academic services provided by the institution. These services may include, but shall not be limited to, special instruction, testing, and provision of laboratory supplies and materials. **Student Activity and Service Facilities Fees.** Fees assessed students in order to support the mission of the institution in planned activities designed to provide the student with extracurricular educational, cultural and recreational opportunities. The fees be used to support service facilities such as student unions, health care infirmaries, recreational facilities and for any lawful purpose to enhance quality of student life including, but not limited to, facility debt service, student scholarships, student awards, travel, entertainment, guest speakers and student organizations.

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

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

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

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

C. Higher Education Center Procedures.—Tuition and mandatory fees for students enrolled in courses and programs at the higher education programs in Idabel and Ardmore shall be less than the average tuition and mandatory fees at peer institutions for the regional universities, as determined by the State Regents. Tuition and mandatory fees shall be approved by the State Regents with the advice of the participant institutions and the boards of trustees of the higher education programs. The State Regents shall determine the proportionate distribution of revenue from the tuition and mandatory fees between the participant institutions or other institutions offering courses and the higher education programs. Participant institutions and the trustees of the higher education programs may request academic services fees to be charged to students enrolled at the higher education programs.
DB. Requests for changes in tuition and fees will be considered by the State Regents one time each year and must be received in the State Regents’ office by November 1 preceding the beginning of the fiscal year, July 1, in which the change is to be effective. The State Regents will assist in preparation and dissemination of guidelines for students and student groups to inform themselves about the process and issues and to provide input both at the campus level and to the State Regents.

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

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

E. Institutions must provide copies to the State Regents of fee notification letters sent to the Governor, Speaker of the House of Representatives, the President Pro Tempore of the Senate, and the Administrative Rule Review Committee.

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

III. GENERAL POLICIES

A.A. Assessment and Waiver of Tuition and Fees. Resident and nonresident tuition and fees may be neither assessed nor waived unless authorized by general policy or by specific authorization of the State Regents. Each institution shall publish a schedule annually of all tuition and fees charged.

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

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

1. **Tuition and Special Fees Academic Services Fees.** Revenue derived from resident tuition and nonresident tuition, and special fees for instruction and academic services, and academic services fees shall be deposited in the institution’s Revolving Fund 290 revolving fund or may be deposited to the institution’s 295 Fund or clearing account and then transferred to the institution’s Fund 290 revolving fund.

2. **Mandatory Student Activity and Service Facilities Fees.** Revenue derived from student activity fees and service facilities mandatory fees shall be deposited in the institution's Fund 290 revolving fund or the Agency Special Clearing Account (Fund 700) revolving fund, as appropriate, or may be deposited to the institution’s 295 Fund or clearing account and then transferred to the institution’s Agency Special Account (Fund 700) revolving fund.

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

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

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

2. **Upper Division.** Courses numbered in the "3000" and "4000" series shall be classified as upper division.

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

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

G. **Refunds of Tuition and Fees.** The refund policy for tuition and fees collected from students at institutions shall be as follows:
1. **Withdrawals and Changes of Enrollment.** Changes in schedules and complete withdrawals from the institution during the defined add/drop period will result in full charges for courses added and full credit for courses dropped. No refunds will be made after the add/drop period for that session.

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

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

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

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

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

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

IV. **WAIVER OF TUITION**

A. **Policy Relating to Resident Tuition Waiver Scholarships.** Pursuant to 70 O.S. Supp. 2000-2001, Section 3218.12, as amended by Section 5 of House Bill No. 1748 of the First
Session of the Forty-Ninth Oklahoma Legislature, authorizing the State Regents to establish a system of student scholarships, the following policy of resident tuition waiver scholarships is hereby authorized for each institution in The State System. Except as provided below, it is the intent of this policy to provide assistance to Oklahoma students with demonstrated financial needs and to promote excellence of scholarship throughout all of the academic and professional fields of study. It is further intended that this program provide equitably for students at all academic levels from the freshman year through the graduate study. Institutions may authorize tuition waivers to students who are concurrently enrolled in credit bearing courses and to other special students. Also, insofar as is practicable, awards should be distributed so as to be supportive of the state's needs and demands for trained manpower in the various career and occupational areas. Finally, assistance under this program should be utilized to promote equity of treatment for those students in fields without access to funds from other student assistance programs.

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

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

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

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

   d. Scholarships shall be available to students enrolled in a minimum of six (6) semester credit hours per academic semester or three (3) semester credit hours during the summer term.

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

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

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

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

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

b. Waiver of Tuition for Prisoners of War, Persons Missing in Action, and Their Dependents. 70 O.S. 2000, Section 2281, provides that any former prisoner of war or person missing in action and their dependents may, if otherwise qualified, enroll and pursue study at any state-supported institution of higher education or state-supported technical institute without payment of resident tuition. The following points of policy and procedure will serve as guidance for institutions in the administration of this law:

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

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

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

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

c. Waiver for Dependents of Peace Officers and Fire Fighters. Within The State System, no resident or nonresident tuition shall be charged to the dependents of Oklahoma peace officers or fire fighters who have given their lives in the line of
d. **Waiver for Graduate Assistants.** Graduate students with at least a one-quarter time graduate assistantship are eligible for these scholarships irrespective of Oklahoma residency status. Graduate assistants involved in teaching must be proficient in both oral and written English. The ability to communicate course material effectively in understandable English is required of all graduate teaching assistants awarded these waivers as defined in 70 O.S. 2001, Section 3218.3 and 3224. Scholarships awarded to graduate students meeting the above criteria shall not be subject to the limit of three (3) percent of the Educational and General Budget – Part I.

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

f. **Waiver for Oklahoma State Regents Academic Scholars Program.** Institutions shall waive resident tuition for Oklahoma residents and may elect to waive tuition for nonresident students who are recipients of the Oklahoma State Regents' Academic Scholars Program scholarship in an amount that, when added to the State Regents' cash award and any other state or federal financial aid for which the student qualifies, is sufficient to comply with the provisions of 70 O.S. Supp. 2000-2001, Section 2403(C) and (E). Eligible recipients may be granted waivers of tuition for up to five (5) years of undergraduate and/or graduate study.

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

h. **Waiver for Students in Custody of the Department of Human Services.** As established in 70 O.S. Supp. 2000-2001, Section 3230, State System institutions are...
authorized to waive the resident tuition for any eligible Oklahoma resident who, within the past three (3) years, has been in the custody of the Department of Human Resources Services for any nine (9) of the twenty-four (24) months after the individual’s sixteenth (16) birthday and before the individual’s eighteenth (18) birthday. To be eligible, the resident must have graduated within the previous three (3) years from a high school accredited by the State Board of Education, the Oklahoma School of Science and Mathematics or, upon approval of the State Regents, a public high school in a state bordering Oklahoma in which the student enrolled with approval of the State Board of Education as provided in Section 8-103 of Title 70 of the Oklahoma Statutes 70 O.S. 2001, Section 8-103 or has completed General Educational Development (GED) requirements. The eligible student must be pursuing studies in this state leading to an associate or baccalaureate degree or studies in a postsecondary vocational-technical Career Tech program or course offered pursuant to a duly approved cooperative agreement between an area vocational-technical Career Tech school and an institution which is a member of The State System. To retain eligibility, the student shall maintain good academic standing and satisfactory academic progress and comply with the standards related to maintenance of eligibility as promulgated by the State Regents. The student shall be eligible for such waivers up to the age of twenty-six (26) years or upon completion of the requirements for a baccalaureate degree, whichever comes first.

i. Waiver for Students Enrolled in On-Line Courses. State System institutions are hereby authorized to waive the tuition and fees for residents of the state of Oklahoma who are enrolled in on-line courses.

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

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

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

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

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

   —d. Scholarships shall be available both to full-time and part-time students enrolled in a minimum of six (6) semester credit hours per academic semester or three (3) semester credit hours during the summer term.
5. Institutions shall report to the State Regents on an annual basis the number of students and the amount of tuition waivers granted.

B. **Policy Relating to Nonresident Tuition Waiver Scholarships.**

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

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

V. **WAIVER OF FEES**

A. Institutions may establish procedures for waiving of fees for students who are enrolled in courses offered on a non-standard schedule.

B. Institutions shall waive fees for courses offered under a contract with business, industry, military, and governmental entities pursuant to the State Regents’ policy on Contract Credit Course Fees (Section 4, Part III, Paragraph C).

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

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

AGENDA ITEM #15-b:

Tuition and Fees

SUBJECT: Posting of Tuition and Mandatory Fee limits for resident and nonresident undergraduate, graduate, and professional programs and posting of institutional requests for changes to Academic Services Fees for Fiscal Year 2004.

RECOMMENDATION:

It is recommended that the State Regents 1) approve the posting of Tuition and Mandatory Fee limits for resident and nonresident undergraduate, graduate, and professional programs, 2) approve the posting of institutional requests for changes to Academic Services Fees for Fiscal Year 2004, as reported on the attached schedule, and 3) approve an exception to the November 1 deadline for requesting changes in fees to accommodate all institutional requests.

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 2003 Legislature has enacted, and Governor Brad Henry signed, House Bill No. 1748, which modifies the statutory limits and emphasizes the role of institutional governing boards in the establishment of tuition. This legislation authorizes the State Regents to establish resident Tuition and Mandatory Fees at levels less than the average rate charged at public institutions in the Big Twelve Conference for comprehensive universities, and less than the average rate charged at peer institutions for regional and two-year institutions. Further, the legislation deletes the enumeration of specific fees and authorizes the State Regents to establish Academic Services Fees, not to exceed the cost of the actual services provided. It also details annual reporting requirements and stipulates that the State Regents will make a reasonable effort to increase need-based financial aid available to students proportionate to any increase in tuition.

1) Tuition and Mandatory Fee Limits

The attached schedule lists “Not to Exceed Limits” for Tuition and Mandatory Fees for Fiscal Year 2004, as provided by law. Due to passage of new statutory provisions in House Bill No. 1748 for Tuition and Mandatory Fees, the resident and nonresident Tuition and Mandatory Fee limits for undergraduate, graduate, and professional programs are being posted at this time. Institutions and governing boards will submit their requested increases for Tuition and Mandatory Fees for Fiscal Year 2004 in June, after the higher education appropriation is known. It is expected that most institutions will request new rates that are well under the maximum rates.
2) Academic Services Fees

The attached schedule lists institutional requests for changes to Academic Services Fees for Fiscal Year 2004. Special fees for instruction and academic services are assessed students as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. Said fees are required for all students receiving certain courses of instruction or academic services as designated by the institution.

Due to passage of new statutory provisions in House Bill No. 1748 for Tuition and Mandatory Fees, only the requested changes to Academic Services Fees will be posted at this time. 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.

3) Exception to November 1 Deadline

State Regents’ policy lists November 1 of each year as the deadline for submission of requests for changes in fees to be charged the following academic year. This year an exception to policy is requested for all institutions, due to passage of new statutory provisions in House Bill No. 1748 noted above.

A public hearing is scheduled to be held on Friday, May 30, 2003 at 11:00 a.m. in the State Regents’ office for the purpose of receiving views and comments on the requested changes to Academic Services Fees and the resident and nonresident Tuition and Mandatory Fee limits. Institutional requests are posted here for discussion purposes. The Regents will act on proposals at their regular meeting scheduled to be held on June 30, 2003. State Regents’ staff will review institutions’ published tuition and fee schedules for compliance with State Regents’ action.

POLICY ISSUES:

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

ANALYSIS:

Tuition and Mandatory Fee Limits

House Bill No. 1748 specifies the limits for resident and nonresident Tuition and Mandatory Fees by tier, i.e. comprehensive universities, regional universities, two-year colleges and professional programs. An analysis of tuition and fees charged at public institutions in the Big Twelve Conference, like-type public institutions in surrounding and other states, public two-year colleges receiving no local tax funding in surrounding and other states, and for professional programs was conducted for each respective tier and for professional programs. The attached “Limits for Tuition and Mandatory Fees for Fiscal Year 2004” schedules reflect the results of the analysis and are being posted to comply with policy and statute. The State Regents will annually monitor and publish the Tuition and Mandatory Fees at peer institutions, the Tuition and Mandatory Fees at each institution in Oklahoma, and the maximum possible increase for the next academic year.

Academic Services Fees

Of the twenty-five public institutions in The State System, fourteen requested changes in Academic Services Fees for Fiscal Year 2004, and eleven had no requests for changes in these fees. Six institutions
have requested changes for various Systemwide Fees, twelve institutions have requested changes for various Special Instruction Fees, one institution has requested an increase in a Testing and Clinical Services Fee, six institutions have requested changes for various Facility and Equipment Utilization Fees, one institution has requested a new Classroom and Laboratory Supplies Fee, and six institutions have requested changes for various Other Special Fees. Three institutions have requested an increase from $15 to $50 per semester to offset expenses required for the administration of the Students and Exchange Visitor Information System (SEVIS) program to monitor international students, which is mandated by Office of Homeland Security, and two institutions have requested new fees for this purpose, one requesting $10 per semester and one requesting $15 per semester. The complete listing of these requested changes to Academic Services Fees is attached.

This information has been posted for State Regents’ review and public comment on the web at http://www.okhighered.org/Tuition.htm.
AGENDA ITEM #16:

Policy

SUBJECT: Approval of proposed amendments to State Regents’ Redbook.

RECOMMENDATION:

It is recommended that the State Regents approve the updated version of the Redbook, a system-wide, fiscal handbook and procedures manual, as a companion piece to the State Regents’ fiscal policies.

BACKGROUND:

In 1996, the Council of Business Officers and State Regents’ staff began a comprehensive revision of the State System fiscal policies. Since that time several individual policies have been updated as well as entire policy sections. This action involves the posting of a revised procedural handbook known as the Redbook. The Redbook was first published in 1978 and hasn’t been updated since the first distribution. The handbook is designed to give the most elementary exposure to the State Regents’ requirements as well as state regulations in carrying out the fiscal and business responsibilities of an institution or constituent agency.

POLICY ISSUES:

The proposed revisions are consistent with current policy and state regulations.

ANALYSIS:

The proposed amendments are generally “clean-up” in nature to update statutory language, provide current, consistent guidelines and add additional procedures that are current practice but have never officially been included in the manual. New sections include information on the Master Lease Program, guidelines for the investment of institutional funds and changes in financial reporting for foundations.

The proposed revisions have been reviewed by the Council of Business Officers and Presidents’ Council and were posted at the April meeting of the State Regents. It is recommended that the updated Redbook be approved for distribution.
AGENDA ITEM #17:

Master Lease Program

RECOMMENDATION:

It is recommended that the State Regents authorize submission to the Bond Oversight Commissions the second 2003 series of institutional project agreements and approve the use of the Master Lease Purchase Program. The total projects from nine entities amount to approximately $18.7 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 at $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 State Bond Oversight Commissions 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 FY2003 includes seven system institutions and two related entities with an estimated total of approximately $18.7 million of equipment purchases. “Attachment B” includes the individual entities’ listings of proposed equipment purchases. All equipment proposals are subject to the approval of Bond Counsel and the Bond Oversight Commissions. The following table summarizes the participating entities and estimated total purchase amounts submitted for the August issue.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Amount to be Financed in August Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>$1,800,000</td>
</tr>
<tr>
<td>Redlands Community College</td>
<td>$150,000</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>$2,920,966</td>
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<tr>
<td>Mesonet – University of Oklahoma</td>
<td>$500,835</td>
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<tr>
<td>Seminole State College</td>
<td>$880,000</td>
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<tr>
<td>McCurtain County Higher Education Center</td>
<td>$275,000</td>
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<tr>
<td>Northeastern State University</td>
<td>$9,000,000</td>
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<tr>
<td>University of Central Oklahoma</td>
<td>$1,797,065</td>
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<tr>
<td>OU Health Sciences Center</td>
<td>$1,406,000</td>
</tr>
<tr>
<td>Total for August Issue</td>
<td>$18,729,866</td>
</tr>
<tr>
<td>Item #</td>
<td>State Regents' Campus Master Plan Project #</td>
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<tr>
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<td>------------------------------------------</td>
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<tr>
<td>1</td>
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Total (Subtotal if multiple sheets) $1,800,000

* 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 sgold@osu.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 (month)</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>2410004</td>
<td>POISE software upgrade</td>
<td>$150,000</td>
<td>10 Aug</td>
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<td>Karen Boucher: 405-422-1265</td>
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<td>Total (Subtotal if multiple sheets)</td>
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<td>$150,000</td>
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</table>

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

Please return your survey to smack@oshrh.edu or by fax to 405-225-9230.
| Item # | State Regent's  
Campus  
Master Plan  
Project # | Description—Be Specific (i.e.,  
size, model, series) | Estimated Cost | Estimated Date  
Funding Needed  
Required | Estimated Useful Life  
in Years | Estimated Replacement  
Strategy Life  
in Years | Will a Third Party  
Benefit  
Economically by  
use of this  
Equipment (i.e.  
taxable Third Party  
such as For-Profit  
Entity) | Point of Contact (Name and  
Phone Number) | Remarks | Source of  
Repayment |
|-------|-----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| 1     | 760-0170  
Purchase upgrades and additions  
to the spectator information  
systems at The Gaylord Family -  
Oklahoma Memorial Stadium and  
other athletic facilities from  
Optronics, Inc. | $1,400,000 | 7/1/2003 | 10 years | 7 years | No | Larry Nafch, 405-325-8241 | The upgrades and additions  
would improve existing systems  
based on new technology  
and provide additional  
information and features for  
fans. | Athletic Department |
| 2     | 760-0170  
Purchase furniture for The  
Gaylord Family - Oklahoma  
Memorial Stadium east side  
expansion and Gates Lounge,  
and the Lloyd Noble Center  
McGraw Courtside Club from  
Corporate Interiors, Inc. | $1,114,456 | 8/1/2005 | 15 years | 7 years | No | Larry Nafch, 405-325-8241 | The stadium expansion  
project has progressed to the  
point that furniture must now  
be acquired. Furniture of the  
same style and quality is also  
required for the Lloyd Noble  
Center. | Athletic Department |
| 3     | 760-0170  
Purchase an integrated facilities  
management system from  
Maximus Asset Solutions  
Division | $405,500 | 6/1/2003 | 8 years | 5 Years | No | Bill Henwood, 405-325-5161 | The system will be used for  
maintenance activities, work  
orders, customer billing,  
accounting, reporting, and  
many other functions critical  
to Physical Plant's business. | Physical Plant |
| 4     |         |                |            |                |              |              |                |                |                 |                 |
| 5     |         |                |            |                |              |              |                |                |                 |                 |
| 6     |         |                |            |                |              |              |                |                |                 |                 |
| 7     |         |                |            |                |              |              |                |                |                 |                 |
| 8     |         |                |            |                |              |              |                |                |                 |                 |
| 9     |         |                |            |                |              |              |                |                |                 |                 |
| 10    |         |                |            |                |              |              |                |                |                 |                 |
| 11    |         |                |            |                |              |              |                |                |                 |                 |
| 12    |         |                |            |                |              |              |                |                |                 |                 |
| 13    |         |                |            |                |              |              |                |                |                 |                 |
| 14    |         |                |            |                |              |              |                |                |                 |                 |
| 15    |         |                |            |                |              |              |                |                |                 |                 |

*  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 sigold@oehe.edu or by fax to 405-524-9230.
## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
### MASTER LEASE-PURCHASE DETAILED LISTING

#### Fiscal Year 2004

<table>
<thead>
<tr>
<th>Item</th>
<th>State Regents' Campus</th>
<th>Master Plan Project #</th>
<th>Description—Be Specific (i.e., size, unit, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Funding Needed (in dollars)</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>Radio, Maxon SD-125V2 (225 units)</td>
<td>$47,700</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Critical upgrade to Mesonet communications infrastructure required by FCC to be completed by January 2005</td>
<td></td>
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<tr>
<td>2</td>
<td>RF Modem for Remote Sites, RF-318M (186 units)</td>
<td>$44,604</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
<td></td>
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<tr>
<td>3</td>
<td>RF Modem, RF-318B (82 units)</td>
<td>$40,500</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Radio/Modem Interface Cable, 10-gen DCC and DB9 connectors (124 cables)</td>
<td>$615</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
<td></td>
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<tr>
<td>5</td>
<td>Repeater Antenna Cable, Hard Line (7/8 in.), 4000 feet</td>
<td>$16,400</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
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<tr>
<td>6</td>
<td>Remote Connectors for repeaters (40 connectors)</td>
<td>$5,300</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
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<tr>
<td>7</td>
<td>Base Antenna Cable, LMR-600 (6000 feet)</td>
<td>$7,500</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
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<tr>
<td>8</td>
<td>Remote Connectors for Bases (80 connectors)</td>
<td>$1,920</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
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<tr>
<td>9</td>
<td>Power System, Solar Panel, Battery, and Regulator (177 units)</td>
<td>$20,841</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
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<tr>
<td>10</td>
<td>Communication System Bussing, Solar/Aluminum Enclosure (177 units)</td>
<td>$97,350</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
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<tr>
<td>11</td>
<td>Repeater Radio Interface, Recentified CH10T cabling (52 units)</td>
<td>$10,400</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
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<tr>
<td>12</td>
<td>Remote Equipment, Shop Monitor and RF Path Software</td>
<td>$10,190</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
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<tr>
<td>13</td>
<td>Installation/Outsourcing, Oklahoma CIT installation of base (4000 feet)</td>
<td>$12,000</td>
<td>Jul-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of FCC-required communications upgrade</td>
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<tr>
<td>14</td>
<td>Temperature and Relative Humidity, Vaisala HMP45C (140 units)</td>
<td>$99,935</td>
<td>Aug-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Replacement of aged temperature/relative humidity (T/RH) measurement infrastructure</td>
<td></td>
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<tr>
<td>15</td>
<td>Relative Humidity Chamber, Trump Sci Model 2500 ST-LT</td>
<td>$20,460</td>
<td>Sep-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Part of T/RH infrastructure</td>
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<tr>
<td>16</td>
<td>Temperature Chamber, Textility Model 1030/S</td>
<td>$11,735</td>
<td>Sep-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Replacement of aged air pressure measurement infrastructure</td>
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<tr>
<td>17</td>
<td>Temperature Chamber, Textility Model 1020/S</td>
<td>$18,495</td>
<td>Sep-03</td>
<td>10</td>
<td>NA</td>
<td>Benefits all Oklahoma citizens</td>
<td>Chris Flebich, 405-325-2541</td>
<td>Replacement of aged air temperature measurement infrastructure</td>
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**Total (Subtotal if multiple sheets):** $209,636
<table>
<thead>
<tr>
<th>Item #</th>
<th>Description</th>
<th>Funding 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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</thead>
<tbody>
<tr>
<td>1</td>
<td>HVAC Replacement</td>
<td>$275,000</td>
<td>30-Jun</td>
<td>20</td>
<td>n/a</td>
<td>Cheryl Ellis, Director, MCHER (980/286-9431)</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 sgold@osrhe.edu or by fax to 405-225-9230.
## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
### MASTER LEASE-PURCHASE DETAILED LISTING
#### Fiscal Year 2003

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<tbody>
<tr>
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<td>Energy Performance Contract</td>
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# MASTER LEASE-PURCHASE DETAILED LISTING
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<tr>
<td>1</td>
<td>6230108</td>
<td>Roof Replacement - Retrofit Standing Seam Metal Roofs</td>
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<td>20</td>
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<td>6230114</td>
<td>Furnishing of Facilities with HVAC Replacements</td>
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<td>NA</td>
<td>NO</td>
<td>Kelly Chastain</td>
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<td>Furnishing of Facilities: Jeff Johnston</td>
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<td>NO</td>
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<td>Refinance remaining balance of lease purchase for Integrated Information System</td>
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<td>David Koehn, 974-2555</td>
<td>Board approved refinancing in April 2003.</td>
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Total (Subtotal if multiple sheets) $1,797,085

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Please return your survey to sgold@osro.edu or by fax to 405-225-9230.

UCOMasterLease.pdf
AGENDA ITEM #17.1:

Research Matching Program

SUBJECT: Ratification of Allocation to Institutions

RECOMMENDATION:

It is recommended that the State Regents approve an allocation of matching funds to Langston University in the amount of $16,089.

BACKGROUND:

For FY 2003, the State Regents approved an allocation of approximately $4.2 million for the Research Matching Program. The program funds both individual researcher grants and collaborative multi-institution EPSCoR grants. Approximately $3 million was budgeted for EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

This allocation of $16,089 is for the one-year project “Infrastructure for Semiconductor Detector Design and Readout.” The project is a joint project of Langston University and the University of Oklahoma and is being partially funded by the National Science Foundation. Funds will be electronically transferred to Langston University’s 430 grant fund.

The allocated funds will assist our universities to acquire major items of research instrumentation that will be shared among campuses and benefit many researchers and projects that have particular potential to improve our competitive research stance.
January 24, 2001

Mr. Nathaniel Pitts  
Director, Office of Integrated Activities  
National Science Foundation  
4201 Wilson Blvd. Room 1285  
Arlington, VA 22230

Dear Mr. Pitts:

Re: NSF Major Research Instrumentation Program

The Oklahoma State Regents for Higher Education are committed to building a strong research infrastructure in Oklahoma's universities, and they established a Research Matching Fund to provide cost-share funds for externally funded research programs.

A portion of this fund has been reserved to assist our universities to acquire major items of research instrumentation that will be shared across our campuses for the benefit of many researchers. These funds are allocated within the state to projects that will support users across campus boundaries in areas that have particular potential to improve our competitive research stance.

We are pleased to endorse and support the proposal “Infrastructure for Semiconductor Detector Design and Readout” submitted by The University of Oklahoma and Langston University, and to commit $16,089 in matching funds from the State Regents' Research Matching Fund to the project if funded.

Sincerely,

Hans Brisch  
Chancellor

HB/ib
November 20, 2001

Dr. Hans Brisch  
Chancellor  
Oklahoma State Regents for Higher Education  
500 Education Building  
State Capitol Building  
Oklahoma City, OK 73105

Dear Chancellor Brisch:

On January 24, 2001 you pledged the support of the Oklahoma State Regents for Higher Education to building a stronger research infrastructure in Oklahoma's universities, and more specifically to a proposal jointly submitted by Langston University and the University of Oklahoma entitled, "Infrastructure for Semiconductor Detector Design and Readout." I am pleased to advise you that the National Science Foundation has awarded Langston University $37,541.00, per the submitted proposal, which is contingent upon receiving the pledged matching funds of $16,089.00. Therefore, please accept this letter as our formal request for matching funds in the amount of $16,089.00 from the Oklahoma State Regents for Higher Education in order that we may accept the funds awarded by the National Science Foundation.

We certainly appreciate your support in this regard. Should you need additional information, please advise.

Sincerely,

[Signature]

Ernest L. Holloway  
President

ELH.sjl

cc: Dr. Joel Snow, Department of Mathematics  
    Mrs. Angela Kelso-Watson, Acting Vice President for Administrative and Fiscal Affairs
AGENDA ITEM #18:

Brain Gain Funding

SUBJECT: Allocation of Funds

RECOMMENDATION:

It is recommended that the State Regents accept the revised funding policy and allocate Brain Gain funds for FY04.

BACKGROUND:

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

In June 2001, the State Regents posted a plan describing criteria, definitions, and a general approach for allocating Brain Gain funds. This draft plan used retention rates, graduation rates, and number of degrees as the performance indicators. The State Regents directed staff to work with presidents to finalize the plan. In December 2001, the State Regents allocated approximately half of the FY02 funds equally among the 25 public institutions and 2 technical branches because institutions have been working to improve retention and graduation rates and need to make additional investments.

In April 2002, the Presidents’ proposed a Brain Gain funding policy using five measures: (1) number of associate and bachelor’s degrees, (2) number of students completing 20 credit hours including remediation, (3) number of students reaching 30 credit hours excluding remediation, (4) first-year retention rates excluding remediation, and (5) graduation rates excluding remediation. Based on these measures, a modified funding plan was developed and the remaining FY02 funds were distributed.

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

POLICY ISSUES:

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

Policy changes
The Presidents, in consultation with the Chancellor and State Regents’ staff, have developed further modifications to the Brain Gain funding policy. In addition to the five measures that will remain common to all institutions, institutions may add two institution-specific measures that are outcomes or performance based and related to the Brain Gain initiative. Each of the seven measures will be weighted for a total of 100 credits.

The modified funding policy (see attachment) calls for a two-phase allocation approach. The first phase allocates funds as follows:

- Funds appropriated for Brain Gain funding are apportioned by institution based on the three-year average undergraduate FTE.
- Most recent performance for each measure is compared to targets that are negotiated with the Chancellor from a framework of targets based on tier or national benchmarks.
- If an institution’s most recent performance on a measure achieves at least 50 percent of the desired gain between the average previous performance and the target, then the institution will earn that percentage of the full credit. For example, an institution’s average number of degrees is 200 with a target of 250. If the most recent performance is 225, then the institution will earn 50 percent of a credit; 220 degrees earns no credit; 240 degrees earns 80 percent of a credit; and 255 degrees earns 100 percent of a credit. The amount of credit is then weighted depending on the specific measure.
- Each institution receives its own Brain Gain funds based on the number of weighted credits earned. If all of the targets are met, then the institution earns 100 weighted credits and is allocated its entire portion.

The second phase gives each institution another opportunity to earn additional funds. All Brain Gain funds not committed during the first phase are distributed based on performance compared to other institutions. Each institution earns uncommitted funds based on the percentage of weighted credits earned compared to the total number of weighted credits earned. For example, if the total number of weighted credits earned by all institutions is 2,000 and an institution earned 100 weighted credits, then it receives 5 percent of the uncommitted funds.

Progress
There is good news to report regarding progress on the Brain Gain measures. In 2001-02, there were almost 600 more associate and bachelor’s degrees awarded, the average retention rate improved for all tiers, and the average graduation rate improved by four percentage points for the comprehensive universities and by one percentage point for the two-year colleges. Also, 5,300 more students earned at least 20 credit hours during the year and about 2,000 more reached the 30 credit hour threshold.
In addition to the five common Brain Gain measures, institutions are implementing special programs and measuring retention and graduation rates of targeted populations, such as remedial students, minority students, transfer students, and part-time students. More institutions now are measuring course completion rates. Also, institutions are monitoring workforce preparation using licensure pass rates for teaching, nursing, optometry, pharmacy, and other health professions.

Allocation
Based on this two-phase allocation approach, the FY04 Brain Gain funds will be allocated as described below with the $2.2 million in available Brain Gain funds. At the time of this writing, the final allocation is unknown. Therefore, these amounts will be adjusted proportionately as needed.

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<th>Institution</th>
<th>Allocation</th>
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<td>Oklahoma State University</td>
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<td>Cameron University</td>
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<td>Langston University</td>
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<td>University of Science and Arts of Oklahoma</td>
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Attachment
BRAIN GAIN FUNDING POLICY

The Oklahoma State Regents for Higher Education (OSRHE) have adopted Brain Gain 2010 as a major initiative. This initiative calls for an increase in the percentage of 28 percent of Oklahoma's adult population to hold a bachelor's degree or to have a higher average than the national average of 29 percent. It also calls for an increase in the number of associate degree holders to at least 20,400 by 2010. This translates into an additional 203,000 bachelor degree holders and 140,000 associate degree holders. Accomplishing these ambitious objectives will require implementation of a number of strategies, including retaining more Oklahoma college graduates in the state and attracting college degree holders from outside the state—both strategies that require substantial attention to economic development and job creation activities.

But achieving these objectives also requires that Oklahoma colleges and universities enroll more students and retain them to the point of graduation. This is the strategy that can be most affected by OSRHE and the individual campuses. To that end, the State Regents have decided to move to a situation over several years where they will invest up to two percent of the total annual state general fund appropriation in providing incentives and rewards to institutions that increase retention of students and production of degrees at the associate and baccalaureate levels.

The design criteria and a suggested approach to allocating the resources set aside by the State Regents in furtherance of their stated objectives will be ongoing processes developed in conjunction with the Presidents.

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**Design Brain Gain Funding for Degrees Conferred, Credits Earned, Retention Rate, and Graduation Rate**

Performance is measured from a three year average to the most recent year. The Brain Gain funding model uses a two-phase allocation approach with measures, targets and weights. The first phase allocates funds appropriated for Brain Gain funding that are apportioned by institution based on an average undergraduate full-time equivalent (FTF) enrollment. Each institution receives its own share of Brain Gain funds based on the number of weighted credits earned. If all of the targets are met, then the institution is allocated its entire portion.

The second phase gives each institution another opportunity to earn additional funds. All Brain Gain funds not committed during the first phase are distributed based on performance compared to other institutions. Each institution earns uncommitted funds based on the percentage of weighted credits earned by all institutions. For example, if the total number of weighted credits earned by all institutions is 2,000 and an institution earned 100 weighted credits, then it receives 5 percent of the uncommitted funds.

**Measures**

1. **Degrees:** number of associate and bachelor's degree conferred.
   - Institutions that increased earned one credit.
   - An additional half credit was awarded to institutions for every 50 degrees or every 10 percentage points increased, whichever is greater.
   - Institutions that increased for either of these two groups received another credit: (1) degree recipients who were 21 or older when first-time freshmen or (2) enrolled in remedial courses during the first year.
2. **20 Credits Earned in One Year**: number students earning at least 20 cumulative credit hours including remedial courses. The students are attributed to the institution of record during the spring semester, but the credit hours are accumulated from all transcripted credit hours from other institutions.

   - The students were attributed to the institution of record during the spring semester, but the credit hours were accumulated from all transcripted credit hours from other institutions.
   - Institutions that increased earned one credit.
   - An additional half credit was awarded to institutions if the percent increase was greater than the average of all institutions that increased.

3. **Reaching 30 Credit Threshold**: number students reaching 30 cumulative credit hours excluding remedial courses. The students are attributed to the institution of record during the semester when the threshold was reached, but the credit hours are accumulated from all transcripted credit hours from other institutions.

   - The students were attributed to the institution of record during the semester when the threshold was reached, but the credit hours were accumulated from all transcripted credit hours from other institutions.
   - Institutions that increased earned one credit.
   - An additional half credit was awarded to institutions if the percent increase was greater than the average of all institutions that increased.

4. **Retention Rates Within the State**: all first-time, full-time, degree-seeking students in the Fall semester who returned to the same or another Oklahoma institution during the next academic year (summer, fall, spring).

   - Institutions that increased earned one credit.
   - One credit was awarded if the most recent retention rate was equal to or greater than the institutional target.

5. **Graduation Rates Within the State**: all first-time, full-time, degree-seeking students in the Fall semester who graduated from the same or another Oklahoma institution within six years.

   - Institutions that increased earned one credit.
   - One credit was awarded if the most recent graduation rate was equal to or greater than the institutional target.

6. **Institution-specific measures**: undergraduate outcome performance measures related to the Brain Gain 2010 initiative.

   **Targets**

   The proposed annual institutional targets to be discussed with each institution were established by setting the 2002 target at the latest tier average and incrementally increasing each year to the 2010 state target. The most recent year’s performance for each measure is compared to targets that are negotiated with the Chancellor from a framework of targets based on the tier and national benchmarks.

   - State 2010 targets for retention and graduation rates **within the institution** are based on national trends and are reported in the State System Report Card.
   - State targets for retention and graduation rates **within the state** are higher than the ones within the institution.
If an institution’s most recent performance on a measure achieves at least 50 percent of the desired gain between the average previous performance and the target, then the institution will earn that percentage of the full credit. For example, an institution’s average number of degrees is 200 with a target of 250. If the most recent performance is 225, then the institution will earn 50 percent of a credit; 240 degrees earns 80 percent of a credit, and 255 degrees earns 100 percent of a credit. The amount of credit is then weighted depending on the specific measure.

—The average state retention rate is approximately 10 percentage points higher than the institutional retention rate, and the average state graduation rates is approximately 5 percentage points higher than the institutional graduation rate.

Weights

—The total number of credits awarded in each measure were divided into the total funds for the measure, then allocated based on the number of institutional credits.
—Funds for each measure were weighted with emphasis given to degrees conferred, retention rate, and graduation rate. The weights total to 100. In FY 03 the weights were as follows: 25 percent for degrees conferred, 10 percent for 20 credits earned within one year, 10 percent for reaching 30 credit threshold, 30 percent for retention rates within the state, and 25 percent for graduation rates within the state.

AGENDA ITEM #19:

Economic Development

SUBJECT: Building Oklahoma’s Future: A Statewide Plan

RECOMMENDATION:

It is recommended that the State Regents accept the “Building Oklahoma’s Future: A Statewide Plan.

BACKGROUND:

In the February 3 State of the State Address, Governor Brad Henry charged the Chancellor and Oklahoma higher education to take the lead in developing a comprehensive and integrated economic development plan for the State of Oklahoma. A draft plan and recommended steering committee structure for the project was presented to and approved by the State Regents at the February 21 meeting. The State Regents accepted the charge and authorized the Chancellor to proceed in providing leadership for a comprehensive, integrated Statewide Plan for Oklahoma’s Economic Prosperity. The Chancellor has worked with Secretary of Commerce and Tourism Kathy Taylor and others on the Governor’s team in outlining the direction of the project in “Building Oklahoma’s Future: A Statewide Plan.”

POLICY ISSUES:

Numerous state agencies and civic organizations have some responsibility for Oklahoma’s economy. However, because of its key responsibilities and ability to focus objective analyses, The Oklahoma State System of Higher Education can provide the needed leadership in developing a comprehensive, integrated economic development plan for the State of Oklahoma. The System can provide this leadership because it 1) produces graduates with skills to drive the economy, 2) transfers ideas from the research lab to existing and new businesses, and 3) creates a high quality environment for retaining college graduates and retaining/attracting business to Oklahoma. The State System is uniquely positioned to address the drivers of the Oklahoma economy which are ideas and innovation, skilled workers and talented leaders, enabling business environment, and capital.

ANALYSIS:

At the May 13 Regents Education Program dinner keynote address, Secretary of Commerce and Tourism Kathy Taylor outlined A Statewide Plan for Building Oklahoma’s Future and to discuss the leadership role needed from Oklahoma higher education. A copy of the plan is provided with this agenda. Further updates will be provided at the Regents’ meeting.
AGENDA ITEM #20:

Investments

*Not Available Electronically.*
AGENDA ITEM #21:

Grants

SUBJECT: Acceptance of Grants

RECOMMENDATION:

It is recommended that the State Regents accept the grants as detailed below:

BACKGROUND/POLICY ISSUES:

The State Regents are authorized (70:3206) to “accept Federal grants and use the same in accordance with Federal requirements; and accept and disburse grants, gifts, devises, bequests and other monies and property from foundations, corporations and individuals. . .”

ANALYSIS:

The following grant has been received by the State Regents. It is recommended that the State Regents receive the funds and authorize their disbursement consistent with applicable grant requirements. The State Regents will receive $20,000 to send a team to the National Policy Summit supported by the Education Commission of the States’ Preparing Tomorrow’s Teachers to Use Technology. The Summit will take place June 16-21, 2003, in conjunction with the 13th Annual international Teaching for a Change Conference. Funds will support a team to travel to the Summit to draft an action plan for developing state policy related to the role of community colleges in P-12 teacher education. The ECS Center for Community College Policy will follow up on a quarterly basis with selected states to assess the degree to which states are meeting the goals outlined in their action plans and to provide necessary support for implementing the plan.

<table>
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<tr>
<th>Grantor</th>
<th>Project</th>
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<td>Education Commission of the States Center for Community College Policy</td>
<td>Preparing Tomorrow’s Teachers to Use Technology Catalyst Grant</td>
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AGENDA ITEM #22:

Commendations

SUBJECT: Staff Recognitions

RECOMMENDATION:

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

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

- The State Regents were awarded a Governor’s Commendation award for College Goal Sunday (funded by the Lumina Grant). The project won the recognition as a part of the State Government’s Annual Quality Oklahoma Team Day. Staff team leaders were: Dolores Mize, Donna Spain-Bryant, Mary Mowdy, and Rick Edington joined by OASFAA representative Scott Medlin.

- GEAR UP and Communications staff received six Awards of Excellence (1st place) and one Award of Merit at the International Association of Business Communications annual awards ceremony:
  
  - Award of Excellence - GEAR UP 2002-2003 Student Activity Booklet (Donna Spain-Bryant)
  - Award of Excellence - GEAR UP poster (Donna Spain-Bryant)
  - Award of Excellence - GEAR UP 2002-2003 Parent Guide (Donna Spain-Bryant)
  - Award of Excellence - Summer Academies Poster (Amy Bruce)
  - Award of Excellence - Preparing for College Brochure (Rebecca Stokes, Dayna Rowe)
  - Award of Excellence - Student Center Web Site (Teri Simonton)
  - Award of Merit - OHLAP Campaign (Donna Spain-Bryant, Teri Simonton, Harve Allen, Rebecca Stokes)

- GEAR UP and Communications staff received the following awards from the Oklahoma School Public Relations Association’s annual contest:
  
  - Award of Excellence - 2002 Summer Academies Poster
  - Award of Excellence - 2002-2003 Preparing for College Brochure
  - Award of Excellence - GEAR UP Outdoor Campaign
  - Award of Merit - 2002-2003 GEAR UP Student Activity Booklet
  - Award of Merit - 2002-2003 GEAR UP Parents’ Guides
  - Award of Merit - 2002 GEAR UP Conference Agenda
  - Award of Merit - 2002 Cash for College video program
  - Award of Merit - OHLAP Campaign
• Rick Edington, Director of Operations and Client Relations, has been recruited by his national peers to serve as Co-Chairman of the National Council of Higher Education Loan Programs Program Operations Committee.

• Dr. Dolores Mize, Associate Vice Chancellor and Special Assistant to the Chancellor, will be a panelist on “Dimensions of Diversity” and the Moderator of a Session on “Special Marketing Campaigns” at the August annual professional development conference in California for the State Higher Education Executive Officers (SHEEO) association. Dr. Mize is also moderating a session on K-16 alignment, Curriculum and Assessment, at the SHEEO Rural States meeting in June.

• Dr. Phil Moss, Interim Vice Chancellor for Academic Affairs, authored a section on “Online Student Services” to an article on “Fourth Annual EDUCAUSE Survey Identifies Current IT Issues” in the May 7, 2003, issue of EDUCAUSE Quarterly. Dr. Moss serves as a member of the EDUCAUSE Current Issues Committee.

• Chancellor Paul G. Risser will participate in a United States/England Policy Forum on Impacting Widening Participation Efforts: Performance Incentives through Regulation and Funding in May in Salt Lake City. The event is sponsored by The Brookings Institution, WICHE, SHEEO, and the higher Education Funding Council for England Department for Education and Skills.

STATE SPEAKERS. The following staff have been invited to speak at state events:

• Kyle Dahlem, Director of Teacher Education and the Minority Teacher Recruitment Center, was the luncheon speaker at the 2003 Brock Symposium on Education in Today’s Democracy held April 28 in Tulsa.

• Chelli Gentry, Academic Affairs Research Analyst, gave a presentation on the State Regents’ Assessment Policy to the Oklahoma Association of College Testing Personnel on April 4 in Tulsa.

• Dr. Kermit McMurry, Vice Chancellor for Student Affairs, was the May 2003 commencement speaker at Western Oklahoma State College.

• Chancellor Paul G. Risser was the May 2003 commencement speaker at Northern Oklahoma College (Tonkawa) and Tulsa Community College.

• Staff Speakers at the Regents Education Program annual conference on May 13-14 included Ned Bastow who facilitated a session on the “Legal Dos and Don’ts for Higher Education Boards” and served as professor for the Ethics Session. Sid Hudson facilitated a breakfast roundtable on “Meeting Industry Needs with College Consortia—How Is It Done?” and served as a panelist for the session on “Resources—Can Your Campus Afford ‘Not’ to Have a Role in Economic Development?” Chancellor Risser spoke at the dinner and luncheon keynote sessions and facilitated the session on “Does the ‘ED’ Stand for Education or Economic Development or Both?”

It is recommended that the State Regents accept this report and commend staff for state and national efforts noted above.
AGENDA ITEM #23-a (1):

Program Modifications

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
- 13 degree program requirements changes
- 2 degree program name changes
- 7 option additions
- 2 option name changes
- 1 degree designation change

Northwestern Oklahoma State University
- 3 degree program requirement changes
- 1 degree program name change

Connors State College
- 9 degree program requirement changes
- 3 option additions
- 2 degree program name changes

Murray State College
- 2 option additions

POLICY ISSUES:

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

ANALYSIS:

OU – Bachelor of Architecture in Architecture (011)

Degree program requirement changes:
- restructure curriculum to meet National Architecture Accreditation Board (NAAB) requirements and guidelines;
- total number of credit hours required for the degree remains unchanged;
- add 2.5 GPA and portfolio requirements due to limited resources;
• require a minor in another discipline or College;
• require a minimum grade of “C” in major coursework;
• courses revised and retitled, but no new courses will be added; and
• no new funds required and no funds available for reallocation.

OU – Bachelor of Science in Construction Science in Construction Science (255)
Degree program requirement changes:
• increase minimum admission and graduation GPA from 2.3 to 2.5 and limit admission to top 25 students due to limited resources;
• restructure curriculum to complement changes in the architecture program and NAAB standards;
• total number of credit hours required will remain the same;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

OU – Bachelor of Science in Environmental Design in Environmental Design (074)
Degree program requirement changes:
• add 2.5 GPA and portfolio requirements due to limited resources;
• restructure curriculum to complement changes in the architecture program and NAAB standards;
• total number of credit hours required will increase from 124 to 128;
• require a minor in another discipline or College;
• require a minimum grade of “C” in major coursework;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

OU – Bachelor of Interior Design in Interior Design (126)
Degree program requirement changes:
• increase minimum admission and graduation GPA from 2.0 to 2.5 and limit admission to the top 20 students based on GPA and portfolio review;
• change mathematics requirement from MATH 1523 to any approved mathematics course;
• total number of credit hours required will increase from 124 to 125;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

OU – Bachelor of Business Administration in Management/Petroleum Land Management (168)
Degree program name change, option additions, option name change, degree program requirement changes:
• change name to Bachelor of Business Administration in Management and Human Resources;
• add options in “human resources management” and “entrepreneurship and venture management;”
• change “management” option name to “general management;”
• restructure upper-division management course requirements;
• the requested changes will provide a foundation for students pursuing employment in various areas of management and new business ventures;
• total number of hours required for the degree will remain unchanged;
• six new courses will be added; and
• no new funds required and no funds available for reallocation.
OU – Bachelor of Business Administration in Marketing (152)
Degree program name change, option addition, degree program requirement changes:
- change name to Bachelor of Business Administration in Marketing/Supply Chain Management;
- add option in “supply chain management;”
- the requested changes are in response to survey data indicating an increase in demand for employees with supply chain management skills;
- delete MKT 3023 and MKT 4333 as required courses and restructure curriculum for new area;
- total number of hours required for the degree will remain unchanged;
- two new courses will be added; and
- no new funds required and no funds available for reallocation.

OU – Bachelor of Science in Aerospace Engineering in Aerospace Engineering (005)
Degree program requirement changes:
- restructure curriculum with emphasis on Intelligent Systems in Aerospace Engineering, a multidisciplinary effort using faculty in Aerospace and Mechanical Engineering, Electrical Engineering, Computer Engineering, and Computer Science;
- total number of hours required for the degree will increase from 123 to 127;
- six new courses will be added; and
- no new funds required and no funds available for reallocation.

OU – Bachelor of Science in Industrial Engineering in Industrial Engineering (129)
Option addition:
- add “IE: pre-medicine” option;
- option will prepare students interested in medical school for admission exams following completion of the baccalaureate degree;
- total number of hours required for this degree option will increase from 125 to 137;
- no new courses will be added; and
- no new funds required and no funds available for reallocation.

OU – Bachelor of Arts in Mathematics in Mathematics (300)
Degree designation change:
- change degree designation to Bachelor of Science in Mathematics in Mathematics;
- restructure curriculum to include six hours of 4000-level courses including a capstone course;
- reduce major hours required from 45 to 39, and reduce upper-division hours within the major from 33 to 24;
- the requested changes will provide flexibility for students and an earlier entry point to core mathematics courses;
- total number of hours required for the degree will remain the same;
- no new courses will be added; and
- no new funds required and no funds available for reallocation.
OU – Master of Social Work in Social Work (211)
Degree program requirement changes and option addition:
- add “thesis” option;
- remove requirement for SWK 5983 or 5973 for students in the thesis option;
- option will allow students to engage in original research;
- total number of hours required for the degree will remain the same;
- one new course (SWK 5980 Research of Master’s Thesis) will be required for 2-6 credit hours; and
- no new funds required and no funds available for reallocation.

OU – Master of Landscape Architecture in Landscape Architecture (244)
Degree program requirement changes:
- replace required research methods course with LA 5403;
- change requirements from two or three one-hour enrollments in LA 5970 to a maximum of one one-hour enrollment;
- reduce the credit-hour requirement for the landscape architecture option from 79 to 77 and for the landscape architecture via bachelor in landscape architecture option from 50 to 49 credit hours;
- requested changes reflect current accreditation standards;
- total number of hours required for the degree will remain the same;
- no courses will be added or deleted; and
- no new funds required and no funds available for reallocation.

OU – Master of Science in Construction Administration in Construction Administration (243)
Degree program requirement change, option additions, and option name change:
- add “coursework only” and “thesis” options;
- change current option name from “construction administration” to “project report;”
- new options will add flexibility to meet students’ goals and future educational pursuits;
- changes will facilitate the small faculty’s focus on needs of traditional and non-traditional students’ academic goals;
- total number of hours required for the thesis option will remain the same;
- total number of hours required for the coursework option will increase from 32 to 35;
- one new course (CNS 5980 Master’s Thesis) will be added; and
- no new funds required and no funds available for reallocation.

OU – Bachelor of Science in Civil Engineering in Civil Engineering (037)
Degree program requirement changes:
- restructure curriculum to more effectively target topical areas of Fundamentals of Engineering examination and reduce reliance on graduate assistants and adjunct faculty;
- total number of hours required for the degree program will decrease from 134 to 125;
- two new courses (ENGR 1510 and ENGR 1520 Freshman Engineering Orientation I and II) will be added; and
- no new funds required and no funds available for reallocation.

OU – Bachelor of Science in Environmental Engineering in Environmental Engineering (331)
Degree program requirement changes:
- restructure curriculum to more effectively target topical areas of Fundamentals of Engineering examination and reduce reliance on graduate assistants and adjunct faculty;
- total number of hours required for the degree program will decrease from 133 to 125;
two new courses in engineering will be added (same courses as for the Bachelor of Science in Civil Engineering (037)); and
no new funds required and no funds available for reallocation.

OU – Bachelor of Science in Environmental Science in Environmental Science (075)
Degree program requirement change:
• restructure curriculum to improve retention and reduce reliance on graduate assistants and adjunct faculty;
• total number of hours required for the degree program will decrease from 123 to 121;
• two new courses in engineering will be added (same courses as for the Bachelor of Science in Civil Engineering (037)); and
• no new funds required and no funds available for reallocation.

NWOSU – Bachelor of Music in Music (053)
Degree program requirement changes:
• restructure curriculum to address National Association of Schools of Music standards;
• total number of hours required will increase from 57 to 63;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

NWOSU – Bachelor of Arts in Spanish (038)
Degree program requirement changes:
• correct historical catalog description of required courses for the degree to reflect institutional practice;
• total number of hours required for the degree will remain unchanged;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

NWOSU – Bachelor of Arts in Speech (041)
Degree program name change and degree program requirement changes:
• change name to Bachelor of Arts in Speech and Theatre;
• restructure degree requirements, course titles and credit hours to standard practice in the discipline, facilitating student preparation to graduate programs;
• total number of hours required for the degree will remain unchanged;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

CSC – Associate in Science in Biological Science (053)
Option additions and degree program requirement changes:
• add options in “allied health,” “general biology,” and “pre-medical professional;”
• restructure curriculum and program requirements;
• the requested changes will provide more options for students with varied academic goals at four-year institutions;
• total number of hours required for the degree will remain unchanged;
• three new courses will be added; and
• no new funds required and no funds available for reallocation.

CSC – Associate in Science in Pre-Chemistry (010)
Degree program name change and degree program requirement changes:
• change name to Associate in Science in Chemistry;
• add MATH 1715 College Algebra and Trigonometry as one of the approved math courses for program requirements;
• the requested changes will provide options and flexibility in the math sequence;
• total number of hours required for the degree will remain unchanged;
• one new course will be added; and
• no new funds required and no funds available for reallocation.

CSC – Associate in Arts in Child Development (086)
Degree program requirement changes:
• restructure curriculum and course titles to more accurately represent content of the program;
• total number of hours required for the degree will remain unchanged;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

CSC – Associate in Applied Science in Child Development (063)
Degree program requirement changes:
• restructure curriculum and course titles to more accurately represent content of the program;
• total number of hours required for the degree will remain unchanged;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

CSC – Certificate in Child Development (076)
Degree program requirement changes:
• restructure curriculum and course titles to more accurately represent content of the program;
• total number of hours required for the degree will remain unchanged;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

CSC – Associate in Arts in Mathematics (020)
Degree program requirement changes:
• restructure curriculum to better prepare students for transfer to a four-year institution;
• total number of hours required for the degree will remain unchanged;
• two new courses (MATH 1715 College Algebra and Trigonometry and MATH 1813 Analytical Geometry) will be added; and
• no new funds required and no funds available for reallocation.

CSC – Associate in Science in Physical Science (042)
Degree program name change and degree program requirement changes:
• change name to Associate in Science in Physical Science/Physics/Pre-Engineering;
• restructure curriculum to better prepare students for transfer to a four-year institution;
• total number of hours required for the degree will increase from 61 to 63;
• two new courses will be added (same courses as for the Associate in Arts in Mathematics (020)); and
• no new funds required and no funds available for reallocation.
CSC – Associate in Applied Science in Nursing AD (068)

Degree program requirement changes:
- restructure support and related courses to better prepare students for transfer to a four-year nursing program;
- total number of hours required for the degree will remain unchanged;
- no new courses will be added; and
- no new funds required and no funds available for reallocation.

CSC – Certificate in Agricultural Equine Technology (081)

Degree program requirement changes:
- restructure support and related courses to better prepare students for immediate employment in the horse industry in a short-term (one year) program;
- total number of hours required for the certificate will decrease from 44 to 30;
- no courses will be added or deleted; and
- no new funds required and no funds available for reallocation.

MSC – Associate in Applied Science in Business Management (022)

Option addition:
- add “logistics and transportation” option;
- the new option will focus on management and operation of distribution centers and provide practical internship opportunities with local distribution centers;
- total number of hours required for the degree will remain unchanged;
- three new courses will be added; and
- no new funds required and no funds available for reallocation.

MSC – Associate in Applied Science in Applied Technology (060)

Option addition:
- add “emergency medical technology/paramedic” option;
- the new option will provide opportunities for local paramedic students to complete paramedic training and allow MSC to grant 30 credit hours for this training, after successful completion of the National Registry Examination, toward completion of the associate in applied science degree;
- total number of hours required for the degree will remain unchanged;
- no new courses will be added; and
- no new funds required and no funds available for reallocation.
AGENDA ITEM #23-a (2):

Program Suspensions

SUBJECT: Ratification of approved institutional requests to suspend or extend the suspensions of degree programs.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional requests to suspend an existing academic program and extend the suspensions of academic programs, as detailed below.

BACKGROUND:

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

The University of Oklahoma Health Sciences Center (OUHSC) requests authorization to extend the suspension status of the Doctor of Philosophy in Health Administration and Policy (063) and the Doctor of Philosophy in Health Promotion Science (064) for one year.

Northern Oklahoma College (NOC) requests authorization to suspend the Associate in Applied Science in Agribusiness (002).

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. The request to extend the suspension of OUHSC’s programs represents a request for an exception to the three-year suspension time period.

ANALYSIS:

University of Oklahoma

OU requests suspension of the Bachelor of Accountancy in Accounting (264). The current bachelor-level program no longer fulfills the new 150-hour curriculum requirements for the Oklahoma Certified Public Accountant exam. Over two hundred students remain in the program and should graduate by fall 2006.

It is understood that in accordance with the Program Review Policy, no students will be recruited or admitted to this program, and the program will not be listed in the college catalog. It is further understood that OU will reinstate or delete the suspended program by April 2006.
University of Oklahoma Health Sciences Center
OUHSC requests authorization to extend the suspension status of the Doctor of Philosophy in Health Administration and Policy (063) and the Doctor of Philosophy in Health Promotion Science (064) for one year due to changes in leadership in the College of Public Health, including a new Dean, and the institution’s desire to reevaluate the programs in conjunction with the College’s mission and available resources. The programs were originally suspended in spring 2000 and have been inactive since that time.

It is understood that in accordance with the Program Review Policy, no students will be recruited or admitted to these programs, and the programs will not be listed in the college catalog. It is further understood that OUHSC will reinstate or delete the suspended programs by April 2004.

Northern Oklahoma College
NOC requests authorization to suspend the Associate in Applied Science in Agribusiness (002). The program was intended to provide study in agriculture production, business, and social skills for individuals planning occupations in farming and ranching; however, due to the increase of corporate farming and the lack of economic stability in many agriculture related businesses, student interest and enrollment have declined. There are no students currently in the program. Should the industry rebound, NOC will consider restructuring and reinstating the program.

It is understood that in accordance with the Program Review Policy, no students will be recruited or admitted to this program, and the program will not be listed in the college catalog. It is further understood that NOC will reinstate or delete the suspended program by April 1, 2006.

Authorization was granted by the Chancellor for the above requests. State Regents’ ratification is requested.
AGENDA ITEM #23-a (3):

Program Extensions

SUBJECT: Approval of requests for final approval of existing programs for Southeastern Oklahoma State University and Northern Oklahoma College and approval of requests to extend the review schedules of existing programs for Oklahoma City Community College and Tulsa Community College.

RECOMMENDATION:

It is recommended that the State Regents approve institutions’ requests for final approval and extension of review schedules for seven programs as detailed below.

BACKGROUND:

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

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

POLICY ISSUES:

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

ANALYSIS:

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

Recommendation: Final Approval

Southeastern Oklahoma State University

• Bachelor of Science in Special Education – Mild/Moderate Disabilities (099)

This program enrolled 36 students in 2002-03 and produced 9 graduates in 2001-02, exceeding both enrollment and graduation criteria. Enrollment has been steady, with graduates increasing over the program’s life. Final approval is recommended.
Northern Oklahoma College

- Associate in Applied Science in Engineering Technology (070)

This program greatly exceeded the enrollment criterion. Fall 2002 enrollments totaled 86, compared to the required 20. Additionally, the program demonstrates success through partnerships with business and industries, such as MerCruiser and ConocoPhillips. Final approval is recommended.

**Recommendation: Review Schedule Extension**

Oklahoma City Community College (OCCC)

- Certificate in Biotechnology Research Assistant (119)

At the institution’s request, external technical-occupational evaluation team members reviewed the Biotechnology Research Assistant associate in applied science (AAS) degree program during OCCC’s April 9-10, 2003 on-site visit and confirmed a high quality program which meets an expanding industry need for skilled biotechnicians and helps meet the college’s economic development mission. The team recognized low enrollment, but recommended continuation of the program.

Additionally, the institution reports AAS enrollment increased by 43 percent in the last year, and OCCC has secured significant funding for workshops, internships, and outreach through institutional economic development grants, the Oklahoma Center for the Advancement of Science and Technology, the National Institutes of Health, and the National Science Foundation.

Although the certificate program did not meet enrollment or graduation criteria, it requires no additional resources and meets the needs of individuals with a bachelor’s degree who desire specific biotechnology skills and knowledge. An extension of the review schedule with the specified stipulations is recommended. Continuation of the program beyond fall 2005, which will align this review with the AAS review schedule, will depend upon the program meeting the following revised criteria:

**Stipulations:**
- Majors enrolled: 15 in fall 2004
- Graduates: 5 in 2004-05

Tulsa Community College (TCC)

- Associate in Applied Science in Surgical Technology (235)

The program enrolled 18 students in fall 2002 and graduated 5 in 2001-02, which did not meet the specified criteria. The program is offered as a cooperative agreement with Tulsa Technology Center, and TCC officials are investigating ways to increase the degree completion rate. Given the shortage of workers in the field and the demonstrated productivity, an extension of the review schedule with the specified stipulations is recommended. Continuation of the program beyond fall 2006 will depend upon the program meeting the following criteria:

**Stipulations:**
- Majors enrolled: 30 in fall 2005
- Graduates: 10 in 2005-06
• **Associate in Science in International Business (236)**

The program exceeded the enrollment criterion, but did not meet the graduate criterion. The program has strong enrollment (65 students in fall 2002), but needs time to mature. An extension of the review schedule with the specified stipulations is recommended. Continuation of the program beyond fall 2006 will depend upon the program meeting the following criteria:

**Stipulations:**
- ✓ Majors enrolled: 26 in fall 2005
- ✓ Graduates: 8 in 2005-06

• **Associate in Arts in International Studies (213)**

The program did not meet the criteria for enrollment (7 of the required 15 students) or graduates (2 of the required 5). However, with an expressed interest in the major and Tulsa’s population growth in other cultures, TCC expects increased interest in its internationally related programs. An extension was granted in May 2000. A final extension of the review schedule with the specified stipulations is recommended. Continuation of the program beyond fall 2006 will depend upon the program meeting the following criteria:

**Stipulations:**
- ✓ Majors enrolled: 15 in fall 2005
- ✓ Graduates: 5 in 2005-06

• **Associate in Science in Horticulture (211)**

The program met the enrollment criterion, but not the graduate criterion. The program has strong enrollment (27 students in fall 2002) following recent marketing efforts, but needs time to mature and produce graduates. An extension of the review schedule with the specified stipulations is recommended. Continuation of the program beyond fall 2006 will depend upon the program meeting the following criteria:

**Stipulations:**
- ✓ Majors enrolled: 20 in fall 2005
- ✓ Graduates: 10 in 2005-06

Attachment
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Date Approved</th>
<th>Graduates</th>
<th>Headcount Enrollment</th>
<th>FTE</th>
<th>Other</th>
<th>Program Reviews</th>
<th>Recommendation</th>
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<td>8</td>
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<td>13 F02</td>
<td>36 2002-03</td>
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<tr>
<td>Program Name</td>
<td>Date Approved</td>
<td>Graduates</td>
<td>Headcount Enrollment</td>
<td>FTE</td>
<td>Other</td>
<td>Program Reviews</td>
<td>Recommendation</td>
</tr>
<tr>
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<tr>
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<td>8 01-02</td>
<td>26 F02 65 N/A N/A</td>
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<td>Extension until fall 2006</td>
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<tr>
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<td>5 99-00</td>
<td>18 F99 10 N/A N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>1996 2000</td>
<td>-extension granted 5/26/00</td>
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<td>Extension granted 5/26/00 (revised criteria)</td>
<td></td>
<td>5 01-02</td>
<td>15 F02 7 N/A N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>10 99-00</td>
<td>20 F99 17 N/A</td>
<td>N/A</td>
<td>80% of graduates must transfer to baccalaureate programs.</td>
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<td>10 01-02</td>
<td>20 F02 27 N/A</td>
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<td>N/A</td>
<td>2003 2006</td>
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</table>
AGENDA ITEM #23-a (4):

Program Reinstatement

SUBJECT: Ratification of approved institutional request to reinstate a 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:

Northwestern Oklahoma State University (NWOSU) requests authorization to reinstate the Bachelor of Arts in Spanish (038), which was suspended in August 1999.

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:

NWOSU noted an increased student demand for the major. Additionally, the number of Spanish credit hours that students take in order to successfully pass the Oklahoma Commission for Teacher Preparation’s subject area tests (OSAT) is nearly equivalent to that required for the major. Consequently, students would like to earn a non-education major in Spanish while pursuing their teacher education programs. Based on current demand, the institution projects that State Regents’ minimum productivity standards for the program will be met.

It is understood that with this action, NWOSU 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.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2003

AGENDA ITEM #23-b:

Electronic Offerings

SUBJECT: Oklahoma State University Center for Health Sciences (OSU-CHS). Acceptance of “best practices” review and approval of request for continuing authorization to offer a degree program via electronic delivery.

RECOMMENDATION:

It is recommended that the State Regents accept the “best practices” review and grant continuing approval to OSU-CHS to offer the Master of Forensic Science Administration (003) via electronic media.

BACKGROUND:

At the June 23, 2000 meeting, the State Regents granted provisional approval to OSU-CHS, then the OSU College of Osteopathic Medicine, to offer the Master of Forensic Science Administration (MFSA) (003) via electronic media. Continuing approval of the electronic offering was contingent upon OSU-CHS completing a “best practices” review prior to December 15, 2002. The report was received in December 2002, and an addendum was received in April 2003.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs,” which requires institutions to complete a “best practices” review for programs delivered via electronic media to receive continuing approval.

ANALYSIS:

The MFSA is designed to provide forensic science practitioners a mechanism to broaden their knowledge base and knowledge management skills while remaining active in their profession. The MFSA and a companion Master of Science in Forensic Sciences were developed through the work of an advisory committee in response to demands for advanced educational programs in this interdisciplinary field. Planning for the programs began in 1998, and the design of the MFSA, using electronic media as the delivery method, was chosen to meet the needs of adult learners and working professionals.

The “best practices” review for the MSFA included benchmarks and guidelines from a number of sources, including the National Institute of Justice Technical Working Group on Education, the Higher Learning Commission of the North Central Association of Colleges and Schools, the National Education Association, the Sloan Consortium, and the Institute for Higher Education Policy. Three institutions identified as model organizations by the Sloan Consortium were chosen as best practice sites: Troy State University – Fort Benning, the University of Central Florida, and the University of Massachusetts at Lowell. Representatives of these model institutions participated in a benchmarking survey and phone
interviews. Previous surveys of other State System institutions offering courses and/or programs via electronic media were also used.

The results of the 35-point benchmarking survey were organized into the categories of institutional support, program effectiveness, accessibility, quality of learning, student satisfaction, and faculty satisfaction. The MFSA compared favorably to those offered by the survey respondents, and earned the top score in the institutional support category. The program also rated high in faculty satisfaction. The survey resulted in the identification of facets of the program where additional benchmarks are needed, and areas for improvement.

The report also included details related to plans for implementing changes in the program based on the survey results. These strategies include more regular meetings with faculty, changes in course evaluation procedures, improvements in instructor support, development of additional optional online learning experiences for students, and improvements in course standards.

Based on staff analysis of the “best practices” review report, this program meets the criteria for continuing approval as outlined in the State Regents’ Electronic Media Policy. Continued authorization of the electronic offering is recommended.
AGENDA ITEM #23-c:

Academic Common Market

SUBJECT: Ratification of the approval of a degree program for inclusion in the Southern Regional Education Board (SREB) Academic Common Market.

RECOMMENDATION:

It is recommended that the State Regents ratify the approval of a degree program for inclusion in the SREB Academic Common Market.

BACKGROUND:

In June 1986, the State Regents approved Oklahoma’s participation in the SREB Academic Common Market (ACM). Under the ACM, Oklahoma college students wishing to pursue degree programs not offered by State System institutions are able to attend out-of-state institutions at in-state tuition rates. In exchange, students from 15 other SREB states - Arkansas, Alabama, Delaware, Georgia, Florida, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia - are eligible for similar participation in designated degree programs at State System colleges and universities in Oklahoma.

POLICY ISSUES:

The State Regents’ “Rules of Operation” delegate authority to the Chancellor to approve programs for inclusion in the SREB ACM. This action is consistent with State Regents’ policy on participation in the ACM.

ANALYSIS:

SREB Academic Common Market

The ACM enables students to pursue unique majors offered at public institutions in other SREB states, yielding significant state and student advantages. Oklahoma benefits from participation in the ACM, because the consortial agreement provides student access to specialized, often costly degree programs that Oklahoma State System institutions, facing reduced allocations, may be unable to offer. Additionally, ACM students from other participating states who attend Oklahoma institutions generate supplemental revenue through both tuition dollars and local spending in Oklahoma communities. Students benefit from the out-of-state tuition waiver, which allows them to pursue educational opportunities that many could not otherwise afford. Oklahoma students have access to a total of 12 undergraduate and 51 graduate degree programs offered by public institutions in 14 participating states.
Oklahoma State University requests authorization to submit the Bachelor of Science in Aviation Sciences for inclusion in the ACM. The program nomination form is attached.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.

Attachment
State Submitting Program: Oklahoma
Title of Program: Bachelor of Sciences, Aviation Sciences
CIP Code: 49.0102 49.0104
Degrees offered: Bachelor of Science
Institution offering program: Oklahoma State university

Title, address, phone number and e-mail address for program contact person:
Terry Hunt, Manager, Aviation Education
Aviation Education
318 Willard
Stillwater OK 74078

Program Description (including admission prerequisites and program requirements)
The Aviation Education Program prepares students for careers in the aerospace industry. A bachelor's degree in aviation sciences offers three options: Professional Pilot, Aviation Management, and Technical Services Management. Each option is tailored to meet specific needs for skilled individuals in the air carrier, air manufacturing and sales, and general aviation segments of the industry. Students in the Professional Pilot option complete all flight requirements for private pilot, commercial with instrument, multi-engine, and flight instructor certificates/ratings. The Aviation Management option prepares students for management positions in some component of the aviation industry. The Technical Services Management option builds on and individual’s technical experience in aircraft maintenance or avionics to prepare the student for management positions in all segments of the industry.

Admission requirements: Student must graduate from an accredited high school and earned a General Education Diploma and satisfy at least one of the following performance requirements.
1. High school GPA of 3.00 or higher (4.0 scale) and rank scholastically among top one-third of graduating class or
2. GPA of 3.00 or higher (4.0 scale allowing for additional weighting for A.P. courses) in the required 15 core high school courses or
3. Attain an ACT composite score of 22 or higher or a total SAT composite score of 1020 or higher.

Approved Specializations/Concentrations/Tracks: Facility Management
Professional Pilot Aviation Management Technical Services Management
Length of Degree: 4 years
Total credits taken on campus: 120 hours (transfer credit may apply to degree)
Total credits taken by distance learning: 0
Accreditation and/or certification: Higher Learning Commission of the North Central Association
AGENDA ITEM #23-d:

Capital

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of March 18, 2003, through May 12, 2003.

BACKGROUND:

The Chancellor has been authorized by the State Regents to approve routine changes and allot funds for capital projects subject to ratification at the next scheduled meeting. A listing summarizing allotments for the period March 18, 2003, through May 12, 2003, 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 $3,356,177. This total is represented $1,552,012 in Section13/New College allotments and $1,804,165 in State Fund allotments.
**ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS**  
(For the Period of March 18, 2003, through May 12, 2003)  
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>Section 13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
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<td>600-Section 13</td>
<td>ODFA 2000 Series Debt Service</td>
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<td>East Central University</td>
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<td>4343</td>
<td>295-State</td>
<td>Renovate Fenton Hall, AD&amp;T and Science Hall</td>
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<th>Institution</th>
<th>Resolution</th>
<th>Source of Funds</th>
<th>Project Name</th>
<th>Date Allotted</th>
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<th>Totals by Institution</th>
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<tr>
<td>Northern Oklahoma College</td>
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AGENDA ITEM #23-e (1):

Minority Teacher Recruitment Center

SUBJECT: Administrative Operations Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents approve this amendment to the rules of administrative operations, which amendment shall add a new subchapter, Minority Teacher Recruitment Center, and further, initiate the rule amendment process pursuant to the Oklahoma Administrative Procedures Act.

BACKGROUND:

70 O.S. § 6-130 gave the OSHRE the authority to establish and administer the MTRC.

Pursuant to a directive by the state legislature, a compliance review was conducted of the OSRHE’s Administrative Code Rules. This review identified the absence of administrative rules related to the OSRHE MTRC.

POLICY ISSUES:

The proposed rules describe to interested parties the MTRC and the programs and services offered by the center. In addition the rules explain the role and duties of the advisory committee.

This action is necessary to comply with essential agency rules as defined by the Administrative Procedures Act.

ANALYSIS:

The amended rules would clarify:

- The role of the MTRC;
- The duties of the MTRC Advisory Committee;
- Programs and services provided by the MTRC.

Approval by the State Regents would allow the rule amendment process to begin as defined by the Administrative Procedures Act.
CHAPTER 1. ADMINISTRATIVE OPERATIONS
SUBCHAPTER 13. MINORITY TEACHER RECRUITMENT CENTER

610:1-13-1. Purpose

The purpose of this Subchapter is to describe the Minority Teacher Recruitment Center (MTRC). The MTRC is designed for the recruiting, retaining, and placing of minority teachers in public schools of the State of Oklahoma [70 O.S. § 6-130]. The Act states that such efforts shall include but not be limited to:

(1) The provision and coordination of support services to teacher training programs in state institutions of higher education, including the funding of grants for campus-based recruitment, retention and placement programs that assist minority students who intend to become teachers;

(2) The establishment and development of recruiting programs for potential minority teachers, including pre-collegiate curricular courses that emphasize school success and the opportunity to investigate teaching as a career choice, future teacher clubs and collegiate programs designed to recruit students making transitions from other careers and other areas of study;

(3) The hosting of conferences dealing with issues that effect minority teacher recruitment, retention, and placement;

(4) The creation of activities in the public and private schools of Oklahoma which enhance the image of the teaching profession; and

(5) The creation and development of placement services providing assistance to both minority educators and school districts seeking to hire qualified minority teachers. [70 O.S. § 6-130]

610:1-13-2 Minority Teacher Recruitment Advisory Committee

The MTRC has a 19-member Minority Teacher Recruitment Advisory Committee. The advisory Committee has oversight of the implementation of MTRC and shall advise the operation of the MTRC.

(A) Make recommendations on the annual operating budget of the Minority Teacher Recruitment Center and verify that the funds allocated to the Center through the Oklahoma State Regents for Higher Education are utilized exclusively by the Center by function;

(B) Advise the Oklahoma State Regents for Higher Education of unmet needs within the state in the implementation of the Center's activities;

(C) Annually comment publicly on the progress of the Center;

(D) Assist the Oklahoma State Regents for Higher Education in developing and reporting information about the Center when necessary;

(E) Meet as often as necessary to conduct business; and

(F) Keep official minutes of the Committee meetings which shall be made available to the public upon request. [70 O.S. § 6-129.1 D]

610:1-13-3 Programs and Services.

To achieve its primary goal of recruiting, retaining, and placing minority teachers in the public schools of the State of Oklahoma, the MTRC offers a variety of programs and services. Parties interested in the programs and services can obtain additional information by contacting the MTRC at the State Regents for Higher Education office.
(1) **Teacher Cadet High School Program.** The Teacher Cadet program serves as an outreach effort creating an interest among high school students for teaching careers and promoting an understanding of our nation’s education system. The Teacher Cadet curriculum consists of a yearlong course taught at the high school site by teachers selected by the high school principal. During the yearlong course, students examine how children learn, study the educational system from a hands-on perspective, and gain practical experience in elementary, middle school and high school classrooms.

(2) **Pro Team Middle School Program.** The goal of Pro Team program is to make middle school and junior high school students aware of the skills needed to complete college and consider education as a viable career option. During the semester-long course, students actively participate in activities that focus on building self-esteem, helping others, developing group skills and building a vision for a professional future.

(3) **Collegiate Partnership Grant Program.** The MTRC’s Collegiate Partnership Grant Program provides grants to projects and activities that support the overall goals and objectives of the MTRC. In this program, the MTRC provides funds to individual public school sites for the Teacher Cadet and ProTeam programs, to school districts and institutions of higher education that identify public school students interested in becoming teachers and provide on-campus activities for them and their parents, as well as, activities that promote teacher education to undergraduate students on the campus.
AGENDA ITEM #23-e (2):

Pre-collegiate curriculum development

SUBJECT: Minority Teacher Recruitment Center (MTRC)

RECOMMENDATION:

It is recommended that the State Regents ratify contracts for high school and middle school teacher recruitment curriculum development in an amount not to exceed $50,000.

BACKGROUND:
Since 1991, the Minority Teacher Recruitment Center has used the South Carolina Center for Teacher Recruitment (SCCTR) curriculum design for the Teacher Cadet and ProTeam program. Each program is designed to encourage middle school and high school students to consider teaching as a career option. During this time, MTRC contracted with South Carolina for copyright privileges to reproduce the curriculums for program usage in Oklahoma. These copyright privileges expired in 2002. SCCTR copyright costs and training fee associated with the programs incurred by MTRC have totaled approximately $50,000. Changes with the SCCTR program will increase future costs associated with the curriculums if MTRC renews its agreement with the SCCTR.

Over the past eleven years, teaching standards have improved and Oklahoma teacher education programs have been recognized as one of the best in the nation. As a result, revising the pre-collegiate programs that are sponsored by the MTRC became imperative.

In the interest of cost effectiveness, time and changing program needs, the MTRC Advisory Committee recommends the design of Oklahoma specific curriculums for MTRC pre-collegiate high school and junior high school programs.

POLICY ISSUES:
The Minority Teacher Recruitment Center has a legislative directive (HB2557) to develop recruiting programs for potential teachers, including pre-collegiate curricular courses that emphasize school success and the opportunity to investigate teaching as a career choice.

ANALYSIS:
Based on the growing needs of future teachers and changes in teacher education in the state of Oklahoma, consultants will be selected to design a high school and middle school program curriculum. Each curriculum design will be contracted in an amount not to exceed $25,000.

The Oklahoma high school program will be a year-long course designed to create an interest among high school students in teaching careers and to promote an understanding of our nation’s education system. The new design will have several components and incorporate the following concepts:

- Multicultural implications on teaching and learning
- The history of Oklahoma’s education system
International school structure and curriculum
Standards and performance based accountability

The MTRC will contract with Erwin Education Associates for the design of the high school curriculum in the amount of $25,000.

The middle school curriculum focus will be preparing students for the successful completion of high school and college and the introduction of teaching as a career choice. The curriculum design will have several components including the following:
- College preparation
- Study skills
- Goal setting
- Teaching practicum and career choices
- Diversity
- Service learning

The selection of consultants for the middle school and high school curriculum designs is still pending.

Approval by the State Regents to design new curriculums will allow the Minority Teacher Recruitment Center to:
- Have ownership of curriculum based on the standards of Oklahoma.
- Be relieved of any financial obligations to outside entities for use of a curriculum.
- The design of this curriculum will move the MTRC to the forefront of teacher recruitment programs.

Funds are available in the current MTRC budget. The contract for the high school curriculum design is attached.
This agreement is entered into this ______ day of _________, 2003, by the Oklahoma State Regents for Higher Education Minority Teacher Recruitment Center (Agency) and Sue Erwin of Erwin Education Associates. Erwin Education Associates hereby offers and agrees to design a high school teacher recruitment curriculum for the sole use of the Minority Teacher recruitment Center in its pre-collegiate teacher recruitment program.

Services to be rendered as requested by the Agency:

1. The vendor shall design a curriculum that meets the following goals:
   a. Suitably sequenced learning activities with integration of content area as specified in the request for proposals (RFP).
   b. A variety of observation and field experiences
   c. A variety of scientifically supported teaching methods based on different learning styles

2. A copy of the curriculum shall be ready for piloting by the fall of 2003.

3. The vendor shall conduct training for the curriculum with pilot schools chosen by the agency.

4. The completed curriculum shall be ready for implementation by August of 2004.

5. Upon the completion of the curriculum design, the curriculum will become the copy written property of the Oklahoma State Regents for Higher Education.

In consideration of the satisfactory progress in the performance of said services, the Agency agrees to pay costs not to exceed $25,000 in accordance to the guidelines of the MTRC reimbursement program.

Audit Clause: In accepting any contract with the State, the vendor must agree to this audit clause which provides that books, records, documents, accounting, procedures, practices or any other items of the service provider relevant to the contract are subject to examination by the Agency, and the State Auditor and Inspector.

Vendor Company Name: Erwin Education Associates
Agency Name: Oklahoma State Regents for Higher Education

Authorized Signature: Mary Ann Maletz, Vice Chancellor
COUNTY OF ______________

I, ______________________ of lawful age, being first duly sworn on oath say, that I am the agent authorized by contractor to submit this contract to the State of Oklahoma. Affiant further states that contractor has not paid, given, or donated or agreed to pay, give or donate to any officer or employee of the State of Oklahoma any money or other thing of value, either directly or indirectly, in the procuring of the contract.

________________________________________
Vendor Signature

Subscribed and Sworn to before me this ______ day of ________________, 2001

________________________________________
Notary Public (or Clerk or Judge)
My commission expires____________________.

180
AGENDA ITEM #23-f:

GEAR UP

SUBJECT:    GEAR UP -- Annual Performance Report to the U.S. Department of Education

RECOMMENDATION:

This item is presented for State Regents information only.

BACKGROUND:

Annually, State Regents are required to submit an Annual Performance Report (APR) to the U.S. Department of Education to demonstrate progress on the goals and objectives of the GEAR UP grant program. In addition to submitting data required by the APR, project staff also send a full evaluation of the state grant program based on the evaluation plan in the proposal. The full report contains hundreds of pages with supplemental materials, reports, and attachments of public information materials as well. The APR is used by U.S. Department of Education staff not only to monitor progress of the program, but also as a basis for distributing funding for the next fiscal year.

POLICY ISSUES:

State Regents are required under the provisions of the GEAR UP grant to submit this APR to the U.S. Department of Education by May 1 of each year.

ANALYSIS:

The following represents a portion of the GEAR UP APR executive summary. The full APR is available upon request. Oklahoma GEAR UP is pleased with the progress it is making toward informing Oklahomans about the importance of planning early for college. GEAR UP is also influencing change at the school level where district staff is addressing student’s educational needs by removing barriers to learning while encouraging students to prepare academically for college. The following highlight some of the accomplishments Oklahoma GEAR UP has made during the 2002-2003 academic year. The information is organized by the strategies in the original proposal and do not indicate the wealth of data presented to the U.S. Department of Education – only to indicate the scale of reach of the program overall in Oklahoma.

Early Intervention Component (Readiness)

- 84,775 students in the eighth and tenth grade from 489 public and private districts participated in the Educational Planning and Assessment System (EPAS) which consist of the EXPLORE test in the eighth grade and PLAN test in the tenth grade. EPAS is a comprehensive testing, guidance, career planning, and academic intervention program.
In an effort to help schools fully utilize the wealth of information provided through EPAS, GEAR Up and Student Preparation, staff have conducted professional development training at 134 school sites (63 GEAR UP sites) with over 5,300 educators in attendance (2,461 from GEAR UP schools). Student preparation staff also participated in eight fall regional workshops that were attended by 556 educators representing 255 public or private schools, 22 Career Tech Centers, 4 higher education institutions and 3 state agencies. The team has also made presentations at 4 professional conferences in the state as well.

44 Summer Academies for Mathematics and Science, awarded to public and private institutions of higher education in Oklahoma will serve 1,100 eighth through twelfth graders in summer 2003. Summer academies in 2002 served 1,159 students, 400 of those students coming from GEAR UP school districts.

Year 3 districts have implemented a number of services unique to their specific needs that will better prepare students to succeed in their postsecondary endeavors. Oklahoma GEAR UP currently works directly with 90 school districts providing services to over 57,000 students.

30 school districts have been selected for year 4. Districts are currently in the planning stages where they will identify committee members, conduct surveys and data analysis, and complete a needs assessment prior to implementing GEAR UP services for the 2003-2004 academic year.

Students in the eighth and tenth grades were awarded certificates of recognition through the Oklahoma Scholars 2003 program for their performance on EXPLORE and PLAN.

**Early Intervention Component (Statewide Awareness)**

The GEAR UP video with instructor’s guide and a 2002 – 2003 Student Activity Booklet has been distributed. The student activity booklet reinforces ideas presented in the video with fun exercises in math, language arts and listening comprehension. More than 155,000 student activity booklets have been produced – enough for every fifth, sixth or seventh grader in Oklahoma to have one. These materials also are made available to anyone who requests them and are used by libraries and home schoolers as well.

Approximately 100,000 parent guides containing information on college cost, financial aid, and college preparation were direct mailed to Oklahoma households containing 9th, 10th, 11th, or 12th grade students. The guides are being used by Oklahoma high school and college counselors as well as recruiters as handouts at parents’ nights and school seminars.

A network television commercial whose audience include fifth through twelfth grade students, parents of fifth through twelfth grade students, counselors, teachers and non-preparatory college households ran statewide for eight weeks from February 25th through April 21st. The commercial ran on network television ABC, CBS, UPN, NBC, Fox and WB. The campaign resulted in:

- 1,302 television spots aired statewide (160-165 spots/weekly).
- 92 percent of all Oklahomans were reached with the message.
- Each person viewed the message an average of 9.7 times.
- Oklahomans were exposed to the message 16,937,100 times.

Inquiries as a result of GEAR UP advertising efforts from February 25, 2002 to May 26, 2002 generated more than 624 (an average of 6.93 inquiries per day) inquiries. Audience appropriate information packets are being sent to everyone who calls the number or who requests information via e-mail or through OSRHE personnel.
Scholarship Component

- Oklahoma GEAR UP awarded scholarships totaling $1,980,000 during the summer, fall, and spring semesters of the 2002-2003 academic year, an average of approximately $700 per award.
- Enrollment statewide in the Oklahoma Higher Learning Access Program (OHLAP) at the time of this report reached 3,035 for the 2002-2003 academic year. The rate of enrollment in GEAR UP school districts continues to exceed the state average.
- Over 67 percent of the students enrolled in OHLAP from the 2002 high school graduating class completed the program requirements to become eligible for the OHLAP scholarship, an increase of nearly 6 percent from the 61 percent completion rate of the 2001 class.
AGENDA ITEM #23-G (1):

Agency Operations

*Not Available Electronically.*
Not Available Electronically.
AGENDA ITEM #23-g (2):

Agency Operations

SUBJECT: Research Assistantship Agreement

RECOMMENDATION:

It is recommended that the State Regents ratify the Research Assistantship Agreement with Oklahoma State University

BACKGROUND/POLICY ISSUES:

On several occasions in the past, the State Regents have contracted with colleges and universities for personnel assistance.

The State Regents’ operations policy requires Regents’ ratification of interagency agreements

ANALYSIS:

Attached is a “Research Assistantship Agreement Between The Oklahoma State Regents for Higher Education and Oklahoma State University.” OSU agrees to provide the services of a student research assistant to assist in a study of the Summer Academy program. State Regents will pay OSU $2,277.84 in salary and benefits for the service. The project achieves objectives for both parties as outlined in the agreement. The agreement is recommended for Regents’ ratification.

Attachment
RESEARCH ASSISTANTSHIP AGREEMENT

BETWEEN

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

And

OKLAHOMA STATE UNIVERSITY

This agreement is entered into this __ day of __________, 2003 by and between the Oklahoma State Regents for Higher Education, (hereinafter “ORSHE”) and Oklahoma State University (hereinafter “OSU”).

WHEREAS, ORSHE desires to fund and provide supervised Summer Academy research for one (1) student who shall be assigned to and under the day to day direction of the ORSHE for a .50 FTE assistantship, and

WHEREAS, OSU desires through assigned faculty, to cooperate in the supervision of activities, to provide office space for the student and administer the salary for the research assistant, and

NOW, THEREFORE, be it mutually agreed:

I. OSU agrees to cooperate in the research and training services as outlined in the work Restatement which is attached hereto as “Attachment A” and incorporated into this agreement.

II. ORSHE agrees to cooperate in research and training services as outlined in the work statement in “Attachment A” and agrees to fund a stipend for these services in an amount not to exceed $2,277.84 dollars.

III. Administration of the Service and Research shall be under the joint direction of Dr. Dolores Mize and Dr. Cindy Brown at the ORSHE, and Dr. Melanie Paige at the OSU Department of Psychology.

IV. The period of performance for this Research Assistantship shall be from June 1, 2003 to July 31, 2003. Either party may terminate this agreement upon 30 days’ written notice to the other. ORSHE may require the immediate removal of any participant whose behavior poses the threat of harm to ORSHE or others.

V. Expenditure of ORSHE funds shall be in accordance with the estimated budget, which is attached hereto as “Attachment B” and incorporated into this agreement.

VI. The ORSHE will provide OSU, the total amount of $ 2,277.84 ($2,014 stipend plus 13.1% benefits) to be used by OSU exclusively to pay salary plus certain benefits to the student. Funds shall be transferred to OSU in two installments, corresponding to the completion of each month of anticipated services. Additionally, ORSHE agrees to pay the students’ authorized travel expenses as incurred directly to the student, and pursuant to applicable state travel laws and policies.

VII. OSU agrees to apply generally accepted accounting practices to maintain accurate and complete financial records. Such reports shall be made available to ORSHE for review upon request.

VIII. This agreement may be modified, terminated or extended by written mutual consent of both parties.
IX. The parties agree and represent that all services will be provided without discrimination on the basis of age, race, color, religion, national origin, disability, sex, or veteran’s status. In addition, the parties agree to comply with Section 504 of the Rehabilitation Act and the Vietnam Era Veteran’s Assistance Act of 1974, 38 U.S.C. §4212.

IN WITNESS WHEREOF, both parties have agreed to the previously stated terms and conditions and affixed their signatures below.

THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

[Signature]

Title: [Title]

Date

OKLAHOMA STATE UNIVERSITY

[Signature]

Title: [Title]

Date
Attachment A

Statement of Work for Student Research Assistant

The OSU Student Research Assistant will:

Conduct a thorough longitudinal study on the Summer Academies for Mathematics, Science, and Multidisciplinary studies program. Work will include the following:

1. Analyzing by cohort year and longitudinally the data provided by the State Regents for demographic trends, academic achievement trends, as well as college-going and retention trends.
2. Create appropriate charts, tables, or graphs to portray the data
3. Perform written analysis on the data and trends identified in #1 and #2 above
4. Analyze a sample of the end of project reports provided by the Summer Academy Project Directors and write analysis on those

The State Regents will:

Provide all quantitative data that tracks the Summer Academy students into the Oklahoma State System of Higher Education in an electronic format best suited to the computer needs of the Research Assistant

Provide samples of end of project reports provided by Summer Academy Directors

Provide computer access and workspace on days the student works at the State Regents’ office

Provide direct supervision of the work.

Oklahoma State University will provide a faculty member to oversee the research.
Attachment B

Budget

Payable to OSU at the end of the month for the two months beginning on June 1, 2003 through July 31, 2003:

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Travel reimbursement directly to the student shall not exceed $540.00, which includes 10 round-trip costs from Stillwater to Oklahoma City during the two-month period. The funds to support this travel are incorporated into the State Regents’ Student Preparation travel budget.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 30, 2003

AGENDA ITEM #23-h (1):

Nonacademic Degrees

SUBJECT: Honorary and Posthumous Degree Requests

RECOMMENDATION:

It is recommended that the State Regents ratify the award of honorary and posthumous degrees as detailed below.

BACKGROUND:

The State Regents approved a request from the University of Oklahoma to award an Honorary Doctor of Humane Letters degree to five individuals at its 2003 spring commencement. The names of four individuals were provided and approved. The fifth individual was simply listed as “the commencement speaker.” Regents’ ratification of the fifth honorary degree conferral is recommended.

Regents’ ratification of posthumous degree conferral requests from the University of Oklahoma, University of Oklahoma School of Law and Oklahoma State University are also recommended.

POLICY ISSUES:

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

- conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees.
- conferral of honorary degrees that are distinguishable from earned degrees.
- conferral of honorary degrees not to exceed the number specified in the policy.
- conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy.
- conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, professional, or professional accomplishments.

Posthumous Degrees. The requests are consistent with State Regents’ policy which requires such awards to be made “recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in his/her last semester of work.”
ANALYSIS:

1. UNIVERSITY OF OKLAHOMA – HONORARY DEGREE. The name of the commencement speaker and fifth individual to receive an Honorary Doctor of Humane Letters from the University of Oklahoma during its 2003 spring commencement is George Tenet, Director of the CIA. Regents’ ratification is recommended.

2. UNIVERSITY OF OKLAHOMA – POSTHUMOUS DEGREE. Lucy Ann Carlisle, a senior majoring in Social Work, died July 13, 2002, as a result of an automobile accident. She was pursuing a Bachelor of Arts degree and was in her last semester of coursework. Regents’ ratification is recommended.

3. UNIVERSITY OF OKLAHOMA SCHOOL OF LAW – POSTHUMOUS DEGREE. Deborah Jo Stone, was entering her last semester as a third-year law student when she lost her battle with cancer on January 15, 2003. Regents’ ratification is recommended.

4. OKLAHOMA STATE UNIVERSITY – POSTHUMOUS DEGREE. James Lee Beard III, a doctoral student, died on January 10, 2003. He had completed all coursework, passed his qualifying exam, and was admitted to candidacy. He would have completed his dissertation and graduated by August 2003. Regents’ ratification is recommended.

Copies of the four honorary/posthumous diplomas are attached.
The Oklahoma State Regents for Higher Education
Acting Through

The University of Oklahoma

Confers

The Honorary Degree of Doctor of Humane Letters

on

George J. Tenet

in recognition of excellence and meritorious achievements,

with all the honors, privileges and obligations belonging thereto, and in witness
thereof, has authorized the issuance of this diploma duly signed and sealed.

Issued at the University of Oklahoma

this tenth day of May, two thousand three

For the State Regents

Chairman

Secretary

Chancellor

For the University

Chairman, Board of Regents

President of the University

Provisor
The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Lucy Ann Carlisle

having completed the requirements for the posthumous award of
the degree of
Bachelor of Arts

has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Norman, Oklahoma on the
tenth day of May two thousand and three.

For the State Regents    For the University

[Signatures]

[Signatures]

[Signatures]

[Signatures]
The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Deborah In Stone

having completed the requirements for the posthumous award of
the degree of
Juris Doctor

has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Norman, Oklahoma on the
ten day of May two thousand and three.

For the State Regents

[Signature]
Chairman

[Signature]
Secretary

[Signature]
Chancellor

[Signature]
President of the University

For the University

[Signature]
Chairman Board of Regents

[Signature]
[Academic Term]
The Oklahoma State Regents for Higher Education acting through

Oklahoma State University

have admitted
James Lee Beard III
to the degree of
Doctor of Philosophy
Business Administration
Awarded Posthumously

and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the Oklahoma State University at Stillwater, Oklahoma on the
tenth day of May, two thousand three

For the Regents

For the University
AGENDA ITEM #23-i:

Policy Exception

SUBJECT: Special Chancellor Designation

RECOMMENDATION:

It is recommended that the State Regents designate Hans Brisch as Chancellor for the specific purpose of signing a spring 2003 diploma as described below.

BACKGROUND:

Chancellor Emeritus Hans Brisch has requested authorization to affix his signature as Chancellor on the diploma of his nephew-in-law who will be graduating in the May 2003 commencement from Oklahoma State University - Tulsa

Robert Edward Darr
Bachelor in Aviation Science

POLICY ISSUES:

In accordance with State Regents' policies, six signatures appear on each diploma. For the coordinating board, signatures include those of the Chairman, Secretary, and Chancellor. The State Regents notified institutions at the start of the fiscal year to use Chancellor Brisch’s signatures for 2002 summer and winter commencement activities. Even though Chancellor Brisch served during a portion of the 2003 spring semester, he alerted presidents prior to leaving office in January to use Chancellor Risser's signature on the spring 2003 diplomas.

ANALYSIS:

State Regents have on numerous occasions in the past authorized a Regent not currently serving in Chairman capacity to temporarily serve in this office for the express purpose of signing a diploma of close friends or family. Because Chancellor Emeritus Brisch held office during the spring semester, there is rational basis for granting the exception to policy. Institutional officials have indicated their willingness to make the necessary adjustments on this diploma.
AGENDA ITEM #23-j:

Regents Education Program

SUBJECT: Amendment to Operating Policy

RECOMMENDATION:

It is recommended that the State Regents post and announce amendments to the Regents Education Program.

BACKGROUND:

The 1990 Oklahoma Legislature created the Regents Education Program and assigned its administration to the Oklahoma State Regents for Higher Education. The purpose of the program is to “educate Oklahoma regents and trustees about the nature of their responsibilities and the seriousness with which they should be undertaken.” There are many other board education programs in the nation, but the Oklahoma program is unique in that it is a statutorily mandated requirement for higher education board appointees. Another unique component is the statutory requirement for two of the 15 education hours to be in ethics. All appointed and reappointed higher education board members must complete the 15 hour requirement within two years of their appointment date. Providing leadership for the program is a Regents Education Program Advisory Committee. The committee has recommended several modifications to the REP policy, the effect of which is to streamline the program’s operations.

POLICY ISSUES:

Regents adopted the Regents Education Program operating policy and procedure in May 1991. The policy was revised in 1997. The proposed amendments are consistent with state statute authorizing the program.

ANALYSIS:

Most of the changes recommended in the Regents Education Program operating policy and procedures are of a housekeeping nature and include updating in statutory citations, the number of higher education boards and regents, and other outdated citations.

The primary and substantive change is the removal of “core” and “issues” credit specification. At the time of the program’s 1990 creation, the Regents Education Program Advisory Committee believed it important to specify that at least 8 hours of the program should comprise a core of knowledge mandated for all Regents. Since that time, the policy has been modified to provide up to four hours of credit for orientation briefings given by institutions and governing board offices. Because the orientation briefings contain the core knowledge, the reason for the issues and core credit distinction in policy is moot. State statutes do not require the issues/core credit distinction.
POLICY AND PROCEDURE FOR OPERATING THE

REGENTS EDUCATION PROGRAM

American higher education has thrived under the unique concept of lay governance. If that tradition is to continue, qualified men and women must be selected to serve as regents, and they must also be educated to govern in situations of increased complexity and accelerating change.

A series of legislation was passed in Oklahoma during the late 1980s to improve Oklahoma higher education and increase its accountability. That activity was capped by the passage of bills in 1990 calling for a regents' education program. The purpose of the program is to educate Oklahoma regents and trustees about the nature of their responsibilities and the seriousness with which they should be undertaken. More specifically, the program is to provide information and understandings that will allow regents and trustees to perform their public responsibilities and to govern successfully in the face of greater calls for wider programs and services, mandates for greater accountability, changing clientele and demands, and resource scarcity.

I. AUTHORIZATION.

A. Oklahoma law (70 O.S. Supp. 1990-2001, Sections 3228 and 3228.1) establishes a program to educate Oklahoma regents and trustees about the nature of their responsibilities and seriousness with which they should be undertaken.

II. PROGRAM NAME.

A. The name of the program will be the "Regents Education Program."

III. DEFINITIONS.

A. Regents Education Courses: Courses, seminars, lectures, videotapes, and orientations approved by the State Regents as part of the Regents Education Program and offered for credit.

B. Credit. Credit referenced in the context of the Regents Education Program refers to clock hour credit earned to satisfy requirements of this program only. It does not refer to "collegiate" credit, which can be applied to college/university transcripts.

C. Hours. The unit of credit assigned by the State Regents to Regents Education Courses. The unit of credit will indicate the relative importance and value of the offering but will not exceed the actual hours and minutes of course duration.

D. Course Bulletin. The schedule of Regents Education Courses, which is distributed semiannually and supplemented with updates.

D. Date of Taking Office. The date on which a qualified person (one who meets the age requirements and other qualifications set out in 70 O.S. 1991 Section 3202(b)) "takes office" thus triggering the continuing education requirements. It is the first date on which one of the following sets of criteria is satisfied.
(1) The appointment has been confirmed by the Senate, the appointee has taken the oath provided by law, and the predecessor's term has expired, or

(2) The individual's nomination has been submitted to the Senate (but has not yet been confirmed), the current Regent has resigned (or otherwise vacated the office as provided in 51 O.S. 1991, Section 8), the Governor has appointed the individual to hold the office on an interim basis pending Senate confirmation (74 O.S. 1991, Section 2.2) and the appointee has taken the oath provided by law.

IV. ADMINISTRATION.

A. The Oklahoma State Regents for Higher Education are charged with responsibility for developing and operating the program in consultation with the State Attorney General's office.

B. A "Regents Education Program Advisory Committee" shall be formed to assist, advise, develop, and react to proposals.

1. Duties. The advisory committee will provide counsel to the Chancellor in (a) designing, implementing, and refining the program and (b) in developing an annual curriculum.

2. Membership/Terms. The advisory committee will be comprised of 8-10 individuals representing the faculty, administration, and board staff of two-year, four-year, and comprehensive institutions. A current or former regent with service experience preferably on two of the three types of higher education boards (coordinating, governing, administrative) may also be selected to serve on the committee. Members of the committee will be appointed by the Chancellor. Ex officio members of the committee will include the Assistant Attorney General serving as the higher education liaison, the Executive Assistant to the individual representing the Chancellor for Board Relations, and the Executive Secretaries of the three multi-institution governing boards.

V. ELIGIBILITY.

A. All regents and trustees for Oklahoma's 2017 higher education boards appointed after January 1, 1991, will complete the Regents Education Program as required by law.

B. All regents and trustees for Oklahoma's 18 higher education boards appointed or reappointed after January 1, 1991, will be given the opportunity to participate in the Regents Education Program.

BCE. All regents and trustees will generally be notified and given the opportunity to participate in the Regents Education Program even after the 15-clock hour requirement is satisfied.

CD. Opportunity to participate in portions of the program may be made available and announced to others in the higher education community, common and vocational-technical education, other sectors of state government, the public at large, and regional/national education organizations.
VI. DELIVERY.

A. Regents education courses will be offered at various locations within the state with at least one-half of the offerings to be offered outside the major population centers.

B. Courses will be offered through (1) classroom settings on campuses, (2) seminar settings in various locations, and (3) electronic media including audiotapes, satellite, compressed video, OneNet, videotapes, etc.

C. The State Regents will host seminar/lectureships on a quarterly basis; each containing portions of program components 2, 3, and 4 outlined in paragraph VII below. Generally, it is expected that each quarterly seminar/lectureship series would offer 4-8 hours of credit.

D. Courses may be hosted and offered by the following: The State Regents, colleges/universities, other government agencies, civic groups, national education or other professional organizations, and others. All such courses and their credit must be approved in advance by the State Regents' office. The State Regents will maintain an official "Regents Education Course Inventory" and will provide official notice of credit opportunities to the states' regents and trustees and college/university presidents.

E. Education sessions offered by institutions and board offices for their respective boards of regents may qualify for credit with advance approval.

VII. PROGRAM.

Each appointed or reappointed -Regent/Trustee appointed after January 1, 1991, must complete 15 hours of continuing education within two years of the date on which the Regent/Trustee takes office. Individuals appointed to a board for a term of less than two years are expected to participate in the Regents Education Program. For purposes of the Regents Education Program, an initial term of less than two years and a successive appointment to the same or another board in The Oklahoma State System of Higher Education will be treated as a single term and the Regent/Trustee will have two years from the date he/she takes office for the initial appointment in which to complete the continuing education requirement.

Two of the 15 hours must be in ethics as required by law. The remainder of the Regents Education Program will be comprised of three general areas of education: curriculum may be comprised of:

A. ORIENTATION

1. REQUIRED: As a prerequisite for the Regents Education Program for all Regents/Trustees appointed after January 1, 1991. All boards are currently required (74 O.S. 2001 § 3101) to brief new members on the duties of their office within two weeks of appointment. Orientations are offered at the campus or system board site and conducted by the board secretary, president, and/or other executive officer familiar with the responsibilities of the board.

Board orientation sessions may qualify for up to four hours of Regents Education Program with advance approval upon submission to and approval by the State Regents' office.

B. CORE PROGRAMS.

1. REQUIRED: Minimum of eight hours.
2. Purpose. There is a standard, base-line knowledge necessary for the successful service of Regents/Trustees. Many members are successful business people and many have considerable experience in serving on boards of some type. While bringing these valuable perspectives to higher education lay governance, a familiarity with specific responsibilities of regents will be beneficial to understand and provide effective leadership for the higher education operation.

3. Issues for the Core Programs would relate to the include:

   History and traditions of higher education and lay governance in America would include such issues as, such as:
   
   (1) academic freedom and tenure,
   (2) institutional autonomy/central control, State System policies, State Regents/governing board regents responsibilities,
   (3) development of the three-tiered system of two-year colleges, regional universities, and research universities,
   (4) governance systems in higher education and the role of lay governance,
   (5) the distinction between policy development and day-to-day management,
   (6) faculty and student roles in the governance process,
   (7) politics and higher education,
   (8) higher education finance (sources of support as well as accounting practices and principles),
   (9) legal aspects of higher education and legal responsibilities of regents, and
   (10) ethics issues facing individual regents, boards, and institutions (two clock hours required by law)

4. Methods for delivery of this coursework include:

   a. The key method of delivery will be an annual one to two day seminar. Core courses may also be taken through the year by one of the methods described below.

   b. Multimedia package on Trustee Responsibilities (Kellogg Foundation/Association of Governing Boards) to be shown at campus or board office locations.

   c. Seminars conducted by well-known speakers, national education organizations, government agencies, etc., as approved by the State Regents.

   d. Campus-based lectures by Oklahoma higher education faculty on specified topics.
C. HIGHER EDUCATION ISSUES.

1. REQUIRED. Minimum of 3 hours.

2. Purpose. Courses in this part of the curriculum will be designed to keep Oklahoma Regents and Trustees apprised of state and national issues that impact the operation of their colleges/universities and higher education generally. This curriculum will acquaint board members with the issues and provide information that will allow better planning for the future. Some of the issues may be a take-off or expansion of issues more generally addressed in the core Regents’ Responsibilities section.

3. Issues Courses may be unrelated to institutional type or institutional-type specific, such as:

   (1) a. Students—Yesterday, Today, and Tomorrow. A workshop concerning changing American college student body and the effects of those changes on the nature of the institution, student support services, and long-range planning; student retention and graduation; advising and counseling, the multicultural, multietnic campus; the non-traditional student, the differing roles of the different types of institutions.

   (2) b. Workshop on Higher Education Finance. Presentations on capital projects, foundations, state laws governing different kinds of money, different kinds of funding methods used in different states.

   (3) c. Assessment and accountability in Higher Education. One of the hottest national issues today, concerning the assessment of student learning, evaluation of programs, faculty evaluation and merit pay, strategic planning as a way of focusing resources and maximizing opportunities.

   (4) d. Fundraising. Presentations on alternative sources and methods of funding.

   (5) e. Other current issues such as the role of athletics, fraternities and sororities, racism on campus, general education versus professional education.

4. Methods for delivery of issues coursework are listed in VII.B.4 above.

VIII. CLASS SCHEDULE NOTIFICATION/CERTIFICATION

A. The offering class schedule will be announced via periodic "Regents Education Program Bulletins and postcard alerts." Updates may also be made using postcard alerts.

B. The master annual schedule will be developed in consultation with the above committees; councils and offices; and submitted by the Chancellor for State Regents’ approval. Updates in the annual schedule will be approved by the Chancellor in accordance with policy guidelines.
IX. NOTIFICATION/CERTIFICATION

A. Class schedules will be circulated to all regents and trustees at the beginning of the fiscal year and to all new regents and trustees upon their initial appointment.

B. Regents and trustees will be expected to register for the courses at least two weeks prior to their offering.

B. Class instructors or board offices will certify course completion to the State Regents' office on forms provided by the Chancellor's office.

C. The State Regents will issue "Certificates of Achievement" following completion of 15 hours of credit that includes a minimum of 8 hours of core credit (with 2 hours in ethics), and 3 hours of issues credit.

D. The State Regents will provide notification and alerts for Regents and Trustees regarding final opportunities to satisfy education requirements.

IX. CHARGES

A. Insofar as state-appropriated funds or external private funds are available, the State Regents will incur costs of speakers, materials, printing, postage, copying, and meeting room charges. Regents and Trustees will incur the cost of meals, lodging, and travel and will be reimbursed in the usual manner according to the State Travel Law.

B. Seminar attendees who are not Regents and Trustees will be charged a nominal fee to cover costs of postage, copying, meeting materials, and seminar refreshments.

XI. CONTRACTING

A. The State Regents will be responsible for arrangements for the offering of course work and may contract or coordinate for assistance in one or more of the following: (1) mailing of class schedules, (2) printing of class schedules and bulletins, (3) registration/certification activities, (4) development of courses, (5) utilization of faculty expertise, (6) securing of meeting sites, (7) meal arrangements, (8) purchase and shipping of course materials.

XII. EFFECTIVE DATE

A. This program shall become effective with the first full year class schedule to commence July 1, 1991.

AGENDA ITEM #24-a:

Reports

SUBJECT: Status Report on Program Requests.

RECOMMENDATION:

This is an information item.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2002, 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. Approved Inventory Reconciliations
## CURRENT DEGREE PROGRAM INVENTORY

### May 30, 2003

(Table reflects actions taken at the April 3, 2003 State Regents’ meeting)

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| System Total    | 1,687           | 285                                     | 260                          | 601            | 263     | 108       | 12               | 1,529 | 158         |
## I. Letters of Intent

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<th>Date Received</th>
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II. Degree Program Requests Under Review
July 1, 2002 to present

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<tr>
<td>OU</td>
<td>Master of Arts in Native American Studies</td>
<td>2/21/03</td>
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<td>OU</td>
<td>Bachelor of Arts in Human Relations</td>
<td>4/2/03</td>
<td>May 30, 2003</td>
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<tr>
<td>NWOSU</td>
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### III. Approved New Program Requests
July 1, 2002 to present

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<td>Certificate in Early Care Education Administration</td>
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<td>6/26/02</td>
<td>September 13, 2002</td>
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<tr>
<td>RSU</td>
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<td>9/5/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>TCC</td>
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<td>9/23/02</td>
<td>November 1, 2002</td>
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<tr>
<td>TCC</td>
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<td>November 1, 2002</td>
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<tr>
<td>TCC</td>
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<td>10/21/02</td>
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<td>December 5, 2002</td>
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### IV. Requested Degree Program Deletions
July 1, 2002 to present

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<th>Scheduled for Action</th>
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<td>3/3/03</td>
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<td>SEOSU</td>
<td>Bachelor of Science in Electrical Engineering Technology (015)</td>
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<td>May 30, 2003</td>
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<td>OU</td>
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V. Approved Degree Program Deletions
July 1, 2002 to present

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<td>Certificate in Medical Office Administration (183)</td>
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<td>September 13, 2002</td>
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<td>September 13, 2002</td>
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<td>RCC</td>
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### VI. Requested Degree Program Name Changes

**July 1, 2002 to present**

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<th>Proposed Program Name</th>
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<th>Status</th>
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<td>4/2/03</td>
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### VII. Approved Degree Program Name Changes

**July 1, 2002 to present**

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<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
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<td>September 13, 2002</td>
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<td>December 5, 2002</td>
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### VIII. Requested Degree Designation Changes
July 1, 2002 to present

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### IX. Approved Degree Designation Changes
July 1, 2002 to present

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<th>Proposed Degree Designation</th>
<th>Status</th>
</tr>
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<tr>
<td>12/18/02</td>
<td>NSU</td>
<td>Bachelor of Arts in Education in Music – Combination Instrumental/Vocal (061)</td>
<td>Bachelor of Music Education</td>
<td>February 21, 2003</td>
</tr>
<tr>
<td>12/18/02</td>
<td>NSU</td>
<td>Bachelor of Arts in Education in Music – Instrumental (062)</td>
<td>Bachelor of Music Education</td>
<td>February 21, 2003</td>
</tr>
<tr>
<td>12/18/02</td>
<td>NSU</td>
<td>Bachelor of Arts in Education in Music – Piano or Vocal (063)</td>
<td>Bachelor of Music Education</td>
<td>February 21, 2003</td>
</tr>
</tbody>
</table>

### X. Completed Cooperative Agreements
July 1, 2002 to present

<table>
<thead>
<tr>
<th>Date Rec'd</th>
<th>Institution</th>
<th>Area Career Technology Center</th>
<th>Degree Program (program code)</th>
<th>Date Approved</th>
<th>Date Ratified</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27/02</td>
<td>WOSC</td>
<td>Great Plains Technology Center</td>
<td>Associate in Applied Science in Radiology (045)</td>
<td>9/16/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>8/28/02</td>
<td>OCCC</td>
<td>Moore Norman Technology Center</td>
<td>Associate in Applied Science in Medical Assisting (120)</td>
<td>9/16/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>9/23/02</td>
<td>TCC</td>
<td>Tulsa Technology Center</td>
<td>Associate in Applied Science in Chemical Laboratory Technology</td>
<td>11/1/02</td>
<td>N/A</td>
</tr>
<tr>
<td>11/27/02</td>
<td>RCC</td>
<td>Caddo Kiowa Technology Center</td>
<td>Associate in Applied Science in Business Administration (058)</td>
<td>1/17/03</td>
<td>February 21, 2003</td>
</tr>
<tr>
<td>11/27/02</td>
<td>RCC</td>
<td>Canadian Valley Technology Center</td>
<td>Associate in Applied Science in Business Administration (058)</td>
<td>1/17/03</td>
<td>February 21, 2003</td>
</tr>
<tr>
<td>2/19/03</td>
<td>RCC</td>
<td>Caddo Kiowa Technology Center</td>
<td>Associate in Applied Science in Applied Technology (081)</td>
<td>3/3/03</td>
<td>April 3, 2003</td>
</tr>
</tbody>
</table>
### XI. Suspended Programs

#### July 1, 2002 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program (program code)</th>
<th>Date Suspended</th>
<th>Date Suspension Ratified</th>
<th>Date by which program must be reinstated or deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOC</td>
<td>Associate in Arts in Native American Leadership (072)</td>
<td>8/15/02</td>
<td>9/13/02</td>
<td>September 1, 2005</td>
</tr>
<tr>
<td>NOC</td>
<td>Associate in Applied Science in Computer Information Systems (075)</td>
<td>9/25/02</td>
<td>11/1/02</td>
<td>September 1, 2005</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Associate in Applied Science in Heating, Ventilation and Air Conditioning Technology (013)</td>
<td>10/31/02</td>
<td>11/1/02</td>
<td>November 1, 2004</td>
</tr>
<tr>
<td>RCC</td>
<td>Associate in Applied Science in Laboratory Animal Science Technology (075)</td>
<td>11/4/02</td>
<td>12/5/02</td>
<td>December 1, 2005</td>
</tr>
<tr>
<td>NOC</td>
<td>Associate in Applied Science in Agribusiness (002)</td>
<td>4/10/03</td>
<td>5/30/03</td>
<td>April 1, 2006</td>
</tr>
<tr>
<td>OU</td>
<td>Bachelor of Accountancy in Accounting (264)</td>
<td>4/7/03</td>
<td>5/30/03</td>
<td>April 2006</td>
</tr>
<tr>
<td>OUHSC</td>
<td>Doctor of Philosophy in Health Administration and Policy (063)</td>
<td>5/3/00</td>
<td>Extension 5/30/03</td>
<td>April 2004</td>
</tr>
<tr>
<td>OUHSC</td>
<td>Doctor of Philosophy in Health Promotion Science (064)</td>
<td>5/3/00</td>
<td>Extension 5/30/03</td>
<td>April 2004</td>
</tr>
</tbody>
</table>

### XII. Reinstated Programs

#### July 1, 2002 to present

<table>
<thead>
<tr>
<th>Date Rec'd</th>
<th>Institution</th>
<th>Program (program code)</th>
<th>Original Suspension Date</th>
<th>Date Reinstatement Ratified</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/03</td>
<td>OU</td>
<td>Master of Natural Sciences (181)</td>
<td>1/14/02</td>
<td>February 21, 2003</td>
</tr>
<tr>
<td>6/17/02</td>
<td>NWOSU</td>
<td>Bachelor of Arts in Spanish (038)</td>
<td>8/3/99</td>
<td>May 30, 2003</td>
</tr>
</tbody>
</table>
## XIII. Approved Inventory Reconciliations

July 1, 2002 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program (program code)</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWOSU</td>
<td>Master of Education in School Psychometrist (048)</td>
<td>9/24/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>Rose</td>
<td>Associate in Science in Physics</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>Rose</td>
<td>Associate in Arts in Sociology</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>Rose</td>
<td>Associate in Arts in History</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>Rose</td>
<td>Associate in Science in Chemistry (037)</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>Rose</td>
<td>Associate in Arts in Psychology (042)</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>Rose</td>
<td>Associate in Arts in Political Science (050)</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>Rose</td>
<td>Associate in Arts in Journalism (026)</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
</tr>
</tbody>
</table>
AGENDA ITEM #24-b

Policy

SUBJECT: State Regents’ Policy Reporting Requirements Survey

RECOMMENDATION:

It is recommended that the State Regents accept this report.

BACKGROUND:

As a measure of accountability for both the State System institutions and the State Regents, most State Regents’ policies require data collection and reporting. Among these policies are the following:

1) Policy Statement on Grading;
2) Special Non-Degree Seeking Student Admission (Admission Policy, Part I, C.1.);
3) Academic Suspension Appeals (Admission Policy, Part II, D.2.);
4) Policy Statement on Admission of Students for Whom English is a Second Language;
5) Policy on Remediation and Removal of High School Curricular Deficiencies.

Since the data requested are not available through other sources such as the Unitized Data System (UDS), one survey was designed to minimize reporting demands on institutions for these five policies. This is the fifth year of data collection.

POLICY ISSUES:

Policy Statement on Grading

A student may request an academic reprieve from public State System institutions with academic reprieve policies consistent with State Regents’ guidelines. The explanation of grades section of the transcript will note the courses and semester(s) reprieved. Institutions granting academic reprieves must submit an annual report to the State Regents.

Special Non-Degree Seeking Student Admission

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in up to nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for only non-degree-seeking students who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases and require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Suspended
students can be readmitted only one time. Such students are readmitted on probationary status and must maintain at 2.0 GPA average each semester attempted while on probation or raise their retention GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, s/he cannot return to the suspending school until s/he has demonstrated the ability to succeed academically by raising his/her GPA to the retention standards at another institution.

Policy Statement on Admission of Students for Whom English is a Second Language (ESL)
ESL students seeking enrollment at a State System college or university must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. Exceptions may be made if the applicant demonstrates proficiency in English prior to admission. Such exceptions must be documented and reported.

Policy on Remediation and Removal of High School Curricular Deficiencies
The State Regents’ policy requires students to successfully remediate basic skills course requirements within the first 24 hours attempted or have all subsequent enrollments restricted to deficiency removal courses until the deficiencies are removed. The president or his/her designee may allow a deserving student who failed to remediate a basic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24 hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.

ANALYSIS:

A comprehensive survey was conducted to gather data regarding exceptions to the above mentioned policies. Results were tabulated and are reported by institutional tier (comprehensive, regional, and two-year). Information was gathered for the 2001-02 academic year from all State System institutions.

Policy Statement on Grading
Circumstances may justify a student being able to recover from academic problems in ways which do not forever jeopardize his/her academic standing. The policy recognizes there may be extraordinary situations in which a student has done poorly in an entire enrollment due to extenuating circumstances, which, in the judgment of the appropriate institutional officials, warrant excluding those grades in calculating the student’s retention and graduation GPAs. Students must meet specified criteria to be considered for an academic reprieve. Specifically, to request an academic reprieve, three years must have elapsed between the time the grades being requested reprieved were earned and the reprieve request. Prior to the request, the student must have earned a GPA of 2.0 or higher with no grade lower than a “C” in a minimum of 12 hours of course work excluding activity or performance courses. The student may not receive more than one academic reprieve during his/her academic career.
Percent of Academic Reprieves Granted by Tier from 1997-98 to 2001-02

<table>
<thead>
<tr>
<th>Tier</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>83%</td>
<td>79%</td>
<td>88%</td>
<td>92%</td>
<td>70%</td>
</tr>
<tr>
<td>Regional</td>
<td>80%</td>
<td>76%</td>
<td>84%</td>
<td>85%</td>
<td>82%</td>
</tr>
<tr>
<td>Two-Year</td>
<td>81%</td>
<td>73%</td>
<td>78%</td>
<td>85%</td>
<td>79%</td>
</tr>
<tr>
<td>Total</td>
<td>80%</td>
<td>75%</td>
<td>82%</td>
<td>86%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Note: Rogers State University is included in regional university totals beginning in 2000-01. Prior to that year RSU data are included in the two-year totals.

- The number of requests for academic reprieves systemwide averaged 433 per year for the past five years. In 2001-02, there were 463 requests.
- Sixty percent of all requests for academic reprieves were for one semester rather than two.
- In 2001-02, the majority of requests (57 percent) were at the regional universities; 32 percent were at the two-year colleges; and 11 percent were at the comprehensive universities.
- Systemwide in 2001-02, 80 percent of reprieve requests were granted, which is the same as the average over the past five years.
- Comprehensive universities granted the lowest percentage of academic reprieves in 2001-02, 70 percent. Regional universities granted 80 percent of requested reprieves in 2001-02, down from 85 percent in 2000-01. Two-year institutions granted 79 percent of requested reprieves in 2001-02, down from 85 percent in 2000-01.

The high percentage of granted reprieves appears appropriate. Students requesting reprieves must meet specific State Regents’ academic requirements. Thus, it is expected that a high percentage of requested reprieves would be granted.
Special Non-Degree Seeking Student Admission
This policy provision allows institutional flexibility to meet individual student’s goals for specific personal enrichment or job related courses with appropriate academic control.

Comparison of Non-Degree Seeking Students
Enrolled in More than 9 Credits by Tier
1997-98 to 2001-02

Note: Rogers State University is included in regional university totals beginning in 2000-01. Prior to that year RSU data are included in the two-year totals.

- In 2001-02, seven institutions reported a total of 489 students enrolled as non-degree seeking students with more than nine credits, essentially unchanged from 2000-01. Two-year colleges reported 51 percent of the exceptions; comprehensive universities, 47 percent; and regional universities, 2 percent.
- Since 1997-98, the number of non-degree seeking students enrolled in more than nine hours has decreased 34 percent, from 736 to 489. The number enrolled at comprehensive universities increased 27 percent, from 180 to 228. At the regional universities the number dropped from 154 to 10, a decrease of 94 percent. At the two-year colleges the number decreased 38 percent, from 402 to 251.
- Explanations for exceptions included courses for personal enrichment, courses for specific certifications, and job-related courses.

This policy provision allows institutional flexibility to meet individual students’ goals for specific personal enrichment or job related courses with appropriate academic control. It is expected that the majority of policy exceptions would be found at the two-year college tier, consistent with the community college function. Also, in certain exchange programs, non-degree-seeking foreign students are allowed to enroll in more than 9 hours. Exceptions have been granted for appropriate reasons, and institutions are following the intent of the policy.

Academic Suspension Appeals
Institutions have the discretion to establish an academic suspension appeals procedure. By State Regents’ policy, suspended students requesting appeals must document extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual and appeal decisions should be made only following the thoughtful deliberation of an appropriate committee that may include faculty, students, and administrators.
From 2000-01 to 2001-02, the number of suspension appeals decreased 23 percent from 940 to 721, while the number of suspensions increased 16 percent, from 5,673 to 6,581. The number of appeals that were granted decreased 34 percent from 818 to 537.

Over the past five years suspension appeals have ranged between 564 (9 percent) in 1997-98 to 940 (17 percent) in 2000-01.

Generally, the highest appeals percentages were found at the regional tier (18 percent in 2001-02). In 2001-02, the comprehensive universities reported an appeal rate of 9 percent, and the two-year colleges reported a rate of 6 percent.

Granted appeals have increased systemwide since 1997-98 to a five-year high of 818 in 2000-01. In 2001-02, 537 (74 percent) appeals were granted.

Two-year colleges granted the highest percentage of appeals at 83 percent in 2001-02, down from 94 percent in 2000-01; regional universities granted 77 percent of appeals in 2001-02, down from 85 percent in 2000-01; and comprehensive universities granted 45 percent in 2001-02, down from 52 percent in 2000-01.

Although the number of suspensions has increased from 2000-01 to 2001-02, the percent appealed and percent of appeals granted decreased significantly.

As previously noted, students must document extraordinary circumstances that lead to suspension. Thus, a high percentage of granted appeals is appropriate to give a second chance opportunity for deserving students documenting circumstances beyond their control which contributed to or caused academic difficulties.
Policy Statement on Admission of Students for Whom English is a Second Language (ESL)

The majority of exceptions to the minimum TOEFL score admission requirement was granted for ESL students who were military personnel or dependents, had alternative testing or examination, or were participating in exchange programs with foreign institutions which certified the students’ proficiency.

Percent of ESL Exceptions by Tier
1997-98 through 2001-02

UNDERGRADUATE

<table>
<thead>
<tr>
<th>Tier</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>77%</td>
<td>72%</td>
<td>67%</td>
<td>65%</td>
<td>79%</td>
</tr>
<tr>
<td>Regional</td>
<td>19%</td>
<td>22%</td>
<td>29%</td>
<td>29%</td>
<td>17%</td>
</tr>
<tr>
<td>Two-Year</td>
<td>4%</td>
<td>7%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>

GRADUATE

<table>
<thead>
<tr>
<th>Tier</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>79%</td>
<td>96%</td>
<td>29%</td>
<td>82%</td>
<td>96%</td>
</tr>
<tr>
<td>Regional</td>
<td>18%</td>
<td>21%</td>
<td>11%</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>Two-Year</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: Rogers State University is included in regional university totals beginning in 2000-01. Prior to that year RSU data are included in the two-year totals.

- The number of undergraduate ESL exceptions decreased 5 percent systemwide from 489 in 2000-01 to 463 in 2001-02. From 2000-01 to 2001-02, comprehensive universities reported an increase of 14 percent (318 to 364); regional universities decreased of 43 percent (140 to 80); and two-year colleges decreased 39 percent (31 to 19).

- Graduate exceptions decreased 3 percent systemwide from 58 in 2000-01 to 38 in 2001-02. From 2000-01 to 2001-02, comprehensive universities reported a decrease of 26 percent (46 to 34), and regional universities reported a decrease of 67 percent (12 to 4).

- The majority of undergraduate and graduate ESL exceptions was granted at the comprehensive universities during the last five years. Comprehensive institutions granted between 65 and 79 percent of the undergraduate exceptions; and comprehensive universities granted between 79 and 96 percent of graduate exceptions in each of the past five years except 1998-99, when comprehensive universities granted 29 percent and regional universities granted 71 percent.

- In 2001-02, both comprehensive universities, two regional universities, and four two-year colleges granted undergraduate exceptions.

- In 2001-02, both comprehensive and two regional universities granted exceptions for graduate students.
Based on the circumstances and documentation of the students’ English proficiency, the number of ESL exceptions is warranted.

**Policy on Remediation and Removal of High School Curricular Deficiencies**

Generally, students were given exceptions if they were making satisfactory progress toward removing deficiencies, were a transfer student, or were given a second-chance opportunity.

Note: Rogers State University is included in regional university totals beginning in 2000-01. Prior to that year RSU data are included in the two-year totals.

- From 1997-98 to 2001-02, the number of exceptions ranged from about 1,400 to about 2,100. In 2001-02, the number of exceptions was 2,029.
- At the comprehensive universities, the number of exceptions granted remained fairly constant in 1997-98, 1998-99, and 1999-00 (540, 540, and 548, respectively), then decreased to 66 in 2000-01 and 62 in 2001-02.
- The number of time limit exceptions granted at regional universities increased from 132 in 1997-98 to 512 in 2000-01, then decreased to 495 in 2001-02.
- The number of exceptions granted at two-year institutions has been inconsistent over the last five years, but increased in the last year from 815 in 2000-01 to 1,472 in 2001-02.
- In 2001-02, one comprehensive university, 10 of 11 regional universities, and eight of 14 two-year colleges reported exceptions.
- From 2000-01 to 2001-02, the number of students granted exceptions to remediation time limits decreased slightly at the regional universities and increased dramatically at the two-year colleges. At the comprehensive universities the number remained low.
Note: Rogers State University is included in regional university totals beginning in 2000-01. Prior to that year RSU data are included in the two-year totals.

CONCLUSION:

Policy exceptions summarized above indicate that the State Regents’ policies addressed are effective and should remain intact.
AGENDA ITEM #24-c (1)

National Guard Tuition Waiver

SUBJECT: Oklahoma National Guard Tuition Waiver 2002-03 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For the 2002-03 academic year, the State Regents allocated $1.86 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2001-02 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 three percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the allocation and reimbursement guidelines approved by the State Regents at their meeting of April 11, 1997.

ANALYSIS:

For the 2002-03 academic year, National Guard members received waivers totaling $2,007,696, a decrease of 13 percent from 2001-02. This decrease is in large part due to the call-to-active duty for Guard members in service to our country in the wars in Afghanistan and Iraq. The total number of hours decreased by 19.4 percent, a greater percentage than the dollar percentage decrease due to the increase in tuition during the fall of 2003. Of the total dollar amount waived, $1,529,802 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY04 allocation to be approved along with the FY04 E&G budget item.
AGENDA ITEM #24-c (2)

Nigh Scholarship Program

SUBJECT: Nigh Scholarship Awards for Spring 2003

RECOMMENDATION:

It is recommended that the State Regents ratify the George and Donna Nigh Scholarship recipients and awards for the spring 2003 semester.

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 at public and private colleges and universities who are preparing for careers in public service. 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 disburses scholarship funds to the universities on behalf of the recipients.

POLICY ISSUES:

The recommendation is consistent with State Regents’ policy.

ANALYSIS:

For the spring 2003 semester, each recipient of the George and Donna Nigh Scholarship has been awarded $1,000 and participates in leadership academies offered through the Nigh Institute. Attached is a roster of recipients who received awards totaling $35,000.
<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron University</td>
<td>Jon Horinck</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>Jonas Bourne</td>
</tr>
<tr>
<td>Connors State College</td>
<td>Ginger Worthy</td>
</tr>
<tr>
<td>East Central University</td>
<td>Lillian Miller</td>
</tr>
<tr>
<td>Eastern Oklahoma State College</td>
<td>Lindsey Davis</td>
</tr>
<tr>
<td>Langston University</td>
<td>Keith Oliver</td>
</tr>
<tr>
<td>Murray State College</td>
<td>James Schammerhorn</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College Miami</td>
<td>Jay Rector</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>Tracie Cantrell</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>Melanie Robinson</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>Alicia Barnett</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>Staci Foresee</td>
</tr>
<tr>
<td>Oklahoma Christian University</td>
<td>Aubrey Stansberry</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>Mary Vick</td>
</tr>
<tr>
<td>Oklahoma City University</td>
<td>Jennifer Price</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>Veronica Prieto</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>Matthew Morgan</td>
</tr>
<tr>
<td>OSU – Tulsa</td>
<td>Adeila Chadwick</td>
</tr>
<tr>
<td>OSU – Oklahoma City</td>
<td>Michael Dickerson</td>
</tr>
<tr>
<td>OSU Technical Branch – Okmulgee</td>
<td>Joe Bojang</td>
</tr>
<tr>
<td>Oklahoma Wesleyan University</td>
<td>Joel Watson</td>
</tr>
<tr>
<td>Oral Roberts University</td>
<td>Jamie Curtis</td>
</tr>
<tr>
<td>Redlands Community College</td>
<td>Tya Smith</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>Jessica Chambers</td>
</tr>
<tr>
<td>Rose State College</td>
<td>BJ Barrick</td>
</tr>
<tr>
<td>Seminole State College</td>
<td>Sarah Crouch</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>Clayton Whitaker</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>Joni Weese</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>Scott Martin</td>
</tr>
<tr>
<td>St. Gregory’s University</td>
<td>Frank Evans</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>Joe Estrella</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>Derek England</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>Traci Brown</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>AJ Cunningham</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>Evan Scott</td>
</tr>
</tbody>
</table>
AGENDA ITEM #24-c (3)

Regional University Baccalaureate Scholarship

SUBJECT: 2002-03 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $800,000 from appropriations made by the 2002 Oklahoma Legislature for the 2002-03 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.

POLICY ISSUES:

To be eligible for the program, participants must be residents of Oklahoma. In addition, the students must score at least a 30 on the ACT test or be designated a National Merit Semifinalist or National Merit Commended Student by the Nation Merit Scholarship Corporation.

ANALYSIS:

There were 254 participants in the Regional Baccalaureate Scholarship Program for the 2002-03 academic year. As reflected in the attached report, expenditures for the 2002-03 academic year totaled $745,500.
<table>
<thead>
<tr>
<th>University</th>
<th>Students</th>
<th>2002-03 Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Central Oklahoma</td>
<td>51</td>
<td>$151,500</td>
</tr>
<tr>
<td>East Central University</td>
<td>37</td>
<td>109,500</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>48</td>
<td>141,000</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>13</td>
<td>37,500</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>6</td>
<td>16,500</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>19</td>
<td>55,500</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>44</td>
<td>126,750</td>
</tr>
<tr>
<td>Cameron University</td>
<td>12</td>
<td>36,000</td>
</tr>
<tr>
<td>Langston University</td>
<td>1</td>
<td>3,000</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>21</td>
<td>62,250</td>
</tr>
<tr>
<td>TOTAL</td>
<td>254</td>
<td>$745,500</td>
</tr>
</tbody>
</table>
AGENDA ITEM #24-c (4)

Chiropractic Education Scholarship

SUBJECT: 2002-03 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $45,000 from appropriations made by the 2002 Oklahoma Legislature for the 2002-03 Chiropractic Education Assistance Scholarship. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading towards a Doctor of Chiropractic. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to $6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved students for participation in the Chiropractic Education Assistance Program for the 2002-03 academic year. The award distribution to each participating institution for the 2002-03 academic year is indicated below. Total expenditures for 2002-03 are $34,282.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2002</th>
<th>Spring 2003</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awardees</td>
<td>Amount</td>
<td>Awardees</td>
</tr>
<tr>
<td>Cleveland College</td>
<td>9</td>
<td>$6,525.01</td>
<td>6</td>
</tr>
<tr>
<td>Logan College</td>
<td>1</td>
<td>$478.13</td>
<td>1</td>
</tr>
<tr>
<td>Parker College</td>
<td>15</td>
<td>$8,470.77</td>
<td>10</td>
</tr>
<tr>
<td>Palmer College</td>
<td>6</td>
<td>$3,996.32</td>
<td>6</td>
</tr>
<tr>
<td>Texas College</td>
<td>1</td>
<td>$347.73</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>$19,817.96</td>
<td>24</td>
</tr>
</tbody>
</table>
AGENDA ITEM #24-c (5)

Future Teachers Scholarship Program

SUBJECT:  2002-03 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $100,000 from appropriations made by the 2002 Oklahoma Legislature for the 2002-03 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 2002-03 academic year were special education, foreign language, science, math, library/media specialist, counseling, speech and language pathology, technology education and music. One hundred seven students at eighteen institutions were approved for program participation for the 2002-03 academic year.

The attached report reflects the award distribution to each participating institution for the 2002-03 academic year.
## Future Teachers Scholarship
### 2002-03 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>7</td>
<td>$6,204.00</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>15</td>
<td>14,050.00</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>25</td>
<td>14,642.50</td>
</tr>
<tr>
<td>East Central University</td>
<td>12</td>
<td>7,462.00</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>25</td>
<td>26,210.00</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>4</td>
<td>2,040.96</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>1</td>
<td>750.00</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>5</td>
<td>5,934.00</td>
</tr>
<tr>
<td>Cameron University</td>
<td>1</td>
<td>750.00</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>2</td>
<td>2,925.00</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>Eastern Oklahoma State College</td>
<td>1</td>
<td>564.00</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>St. Gregory’s University</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>The University of Tulsa</td>
<td>2</td>
<td>2,465.00</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>2</td>
<td>1,309.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>107</strong></td>
<td><strong>$87,806.46</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #24-c (6)

William P. Willis Scholarship

SUBJECT: 2002-03 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Twenty-six students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the 28 nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

At their regular meeting of December 5, 2002, the State Regents authorized the Chancellor to make 28 awards: $3,000 for students attending the comprehensive universities, $2,400 for students attending the regional universities, and $2,000 for students attending the two-year colleges.

The attached report reflects the award distribution to each participating institution totaling $54,600 for the 2002-03 academic year.

Because current year investment returns will not cover the cost of the 2002-03 awards, the value of the William P. Willis Trust Fund is projected to decline from $1,145,000 to about $1,100,000.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Student Name</th>
<th>Major</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>OU</td>
<td>Kelly McBride</td>
<td>Education</td>
<td>$3,000</td>
</tr>
<tr>
<td>OSU</td>
<td>Korby Pogue</td>
<td>Engineering</td>
<td>$3,000</td>
</tr>
<tr>
<td>UCO</td>
<td>Shelly Henry</td>
<td>Chemistry</td>
<td>$2,400</td>
</tr>
<tr>
<td>ECU</td>
<td>Faiyaz Ali</td>
<td>Math</td>
<td>$2,400</td>
</tr>
<tr>
<td>NSU</td>
<td>Vallerie Rice</td>
<td>Social Studies</td>
<td>$2,400</td>
</tr>
<tr>
<td>NSU</td>
<td>Valerie Francen</td>
<td>Undeclared</td>
<td>$2,400</td>
</tr>
<tr>
<td>NWOSU</td>
<td>Carrie Doud</td>
<td>E-Commerce</td>
<td>$2,400</td>
</tr>
<tr>
<td>SEOSU</td>
<td>Cassie Wilson</td>
<td>Chemistry</td>
<td>$2,400</td>
</tr>
<tr>
<td>SWOSU</td>
<td>Brian Meadors</td>
<td>Pharmacy</td>
<td>$2,400</td>
</tr>
<tr>
<td>LU</td>
<td>Nalder Farris</td>
<td>Elementary Education</td>
<td>$2,400</td>
</tr>
<tr>
<td>RSU</td>
<td>Stacy Lee</td>
<td>Social Science</td>
<td>$1,200</td>
</tr>
<tr>
<td>OPSU</td>
<td>Bryan Alvidrez</td>
<td>CIS</td>
<td>$2,400</td>
</tr>
<tr>
<td>USAO</td>
<td>Cody Thrasher</td>
<td>Business</td>
<td>$2,400</td>
</tr>
<tr>
<td>CU</td>
<td>Cheryl Meadors</td>
<td>Biology</td>
<td>$2,400</td>
</tr>
<tr>
<td>CASC</td>
<td>Jaclyn Johnson</td>
<td>Allied Health</td>
<td>$2,000</td>
</tr>
<tr>
<td>CSC</td>
<td>Suni Tuckosh</td>
<td>Education</td>
<td>$2,000</td>
</tr>
<tr>
<td>EOSC</td>
<td>No nominees submitted.</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>MSC</td>
<td>Jennifer Yoss</td>
<td>General Studies</td>
<td>$1,000</td>
</tr>
<tr>
<td>NEOAM</td>
<td>Rebecca Gault</td>
<td>Elementary Education</td>
<td>$2,000</td>
</tr>
<tr>
<td>NOC</td>
<td>Stacy Conaghan</td>
<td>Nursing</td>
<td>$2,000</td>
</tr>
<tr>
<td>OCCC</td>
<td>Anna Williams</td>
<td>Nursing</td>
<td>$1,000</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Lisa Epperson</td>
<td>Criminal Justice</td>
<td>$2,000</td>
</tr>
<tr>
<td>OSU-Okm</td>
<td>Larry Wade</td>
<td>Engineering</td>
<td>$2,000</td>
</tr>
<tr>
<td>Redlands</td>
<td>No nominees submitted.</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>ROSE</td>
<td>Chad Lee</td>
<td>Political Science</td>
<td>$2,000</td>
</tr>
<tr>
<td>SSC</td>
<td>Andy Fisher</td>
<td>Undeclared</td>
<td>$2,000</td>
</tr>
<tr>
<td>WOSC</td>
<td>Dustin Balderas</td>
<td>Liberal Arts</td>
<td>$2,000</td>
</tr>
<tr>
<td>TCC</td>
<td>Katherine Rockstroh</td>
<td>Psychology</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

**Total Distribution** $54,600
AGENDA ITEM #24-c (7)

Neuwald Scholarship

SUBJECT: 2002-03 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

This scholarship has been created by private individuals to honor the lifelong contributions of Renee Neuwald to the teaching profession. The goal of the Renee Neuwald Memorial Scholarship is to provide scholarship opportunities to outstanding students with financial need who are graduates of Tulsa High School for Science and Technology. The State Regents are the fiscal agent for the $1,000 annual scholarship.

ANALYSIS:

For the 2002-03 academic year, Bria Curry attending Tulsa Community College was awarded the Renee Neuwald Memorial Scholarship in the amount of $1,000.
AGENDA ITEM #24-c (8)

SmithCo Scholarship

SUBJECT: 2002-03 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

Smith Cogeneration, Inc. founded the Smith Cogeneration Scholarship in 1987 to celebrate the groundbreaking of their electric power plant in Oklahoma City. The scholarship was created to symbolize the focus on children and education reflected in the groundbreaking theme: a new generation of power for a new generation of Oklahomans. Five children were awarded a scholarship up to $15,000, which may be used at any accredited public or private university, junior college, or vocational training school within or outside the state of Oklahoma. The Oklahoma State Regents for Higher Education is the trustee of the scholarship fund.

ANALYSIS:

The total distribution for the 2002-03 academic year is $1,875.00. Following is a roster of participants and the award each has received for this term.

| University of Central Oklahoma | William Kenyon | $468.75 |
| Oklahoma State University-OKC | Melissa Gabbert | $1,406.25 |
AGENDA ITEM #24-d:

Report

SUBJECT: Southern Regional Educational Board (SREB) Report

RECOMMENDATION:

This is an information item.

BACKGROUND:

In the 1980s the Southern Regional Education Board reported the steady decline of minorities in the region’s teacher workforce. SREB contributed the decline to the dwindling number of students enrolling in and completing college and limited aggressive incentive and assistance programs to recruit minorities. In 1990, Section 52 of House Bill (HB) 1017, Oklahoma’s most comprehensive common education reform effort, called for the Minority Teacher Recruitment Center’s (MTRC) creation. The Center and its operations were moved to the State Regents by HB 1549 in 1995. In 1998, HB 2557 amended some of the original functions articulated in HB 1017, including:

Establishing and developing recruitment programs for potential minority teachers, including pre-collegiate curricular courses that emphasize school success and the opportunity to investigate teaching as a career choice, future teacher clubs and collegiate programs designed to recruit students making transitions from other careers and other areas of study.

In March 2003, SREB released a report “Spinning Our Wheels: Minority Teacher Supply in SREB States.” Of the 12 states participating in SREB (Oklahoma, Texas, Arkansas, Virginia, North Carolina, South Carolina, Tennessee, Florida, Kentucky, Georgia, Delaware, Alabama, Louisiana, Maryland, Mississippi and West Virginia) Oklahoma’s MTRC was noteworthy.

POLICY ISSUES:

The SREB report highlights the effectiveness of the MTRC which is consistent with its legislative mandate.

ANALYSIS:

- Between 1989 and 2000, the percentage of minority students increased in most SREB states.
- During the same timeframe, the teacher workforce became less diverse
- Only four states showed an increase in the percentage of minority teachers.
- Oklahoma had the greatest gain (from 7 percent to 14 percent)
- A recent sample survey of past participants in the Oklahoma Teacher Cadet Program since 1991 found that 80 percent had enrolled in college and 85 percent of those who
earned education degrees were teaching in Oklahoma Schools. (State Regents Agenda #14-d, April 4, 2002.)

- Statewide, 39% of all those who earn education degrees from Oklahoma institutions are hired to teach.