NOTE

This document contains recommendations and reports to the State Regents regarding items on the December 5, 2002 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 December 5, 2002.
AGENDA

Thursday, December 5, 2002--9 a.m.
State Regents Conference Room
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.


6. Faculty Advisory Council.
   a. Model Policy. Presentation and Regents’ endorsement of “Key Attributes for Model Faculty Non-Renewal and Termination Policy”
   b. Faculty Opinion. Presentation of annual Faculty Opinion report.
   c. Year-End Report. Presentation of year-end Faculty Advisory Council report.
   d. Membership. Recognition of Faculty Advisory Council members who have completed their two-year term and recognition of new members elected by the Faculty Assembly to represent faculty at public and independent Oklahoma colleges and universities.

ACCOUNTABILITY


FISCAL

10. **E&G Budget.** Approval of second budget reduction for FY 03 and authorization to file amended budgets with the Office of State Finance. Page 9.

11. **Policy.** Posting and announcement of proposed amendments to the State Regents’ Policy on Tuition and Fees. Page 15.

ACADEMIC


STUDENT SERVICES, SYSTEM ADVANCEMENT AND ECONOMIC DEVELOPMENT

14. **Champions for Student Success Awards.** Approval of program and announcement of FY 03 award recipients. Page 33.


16. **Academic Scholars Program.** Approval of freshmen institutional nominee slots for each institution in 2003-04. Page 43.

17. **Grants.** Approval of additional FY 03 grants. Page 47.
   a. Oklahoma State University.
   b. Northeastern State University.
   c. Oklahoma public two-year colleges.

EXECUTIVE

18. **OneNet.** Ratification of amendment to Cimarron Broadband agreement. Page 49.


20. **Legislative Agenda.** Approval of State Regents’ legislative agenda. Page 55.

CONSENT DOCKET

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

   a. **Programs.**
      
      (1) Approval of institutional requests for program modifications.  Page 59.
      
      (2) Final approval of degree programs.  Page 63.
      
      (3) Ratification of approved degree program suspension.  Page 69.

   b. **Programs--Electronic Delivery.** Approval of Oklahoma State University-Oklahoma City’s request to extend the “best practices” review schedule for the Associate in Applied Science in Crime Victim/Survivor Services.  Page 71.

   c. **Agency Operations.**
      
      (1) Ratification of purchases of $25,000 and above.  Page 73.
      
      (2) Ratification of changes at or above director level.  Page 77.

   d. **Agreements/Contracts.**
      
      (1) Ratification of contract with the Oklahoma Department of Libraries relating to statewide site license for Books in Print.  Page 79.
      
      (2) Ratification of renewal of contract with Jordan Associates for year 4 implementation of the student awareness component of GEAR UP.  Page 83.

   e. **Grants.**
      
      (1) Oklahoma Campus Compact.  Ratification of grants to institutions participating in the Vocal Oklahomans in Student Civic Engagement (VOICE) project.  Page 87.
      
      (2) Math Initiative.  Ratification of grant to the Coalition for the Advancement of Science and Mathematics Education in Oklahoma (CASMEO) to support the 2003 Mathematics and Science Education Summit.  Page 91.

   f. **Administrative Procedures Act.** Posting of new rules, amendments and final adoption of permanent repeal of rules for the following programs:
      
      (1) Academic Scholars Program.  Page 93.
      
      
      (3) Oklahoma Tuition Aid Grant Program.  Page 107.
      
      (4) Tulsa Reconciliation Scholarship.  Page 113.
(5) Oklahoma Teacher Education Loan Program. Page 119.

(6) Purchasing Policy. Page 123.


(8) Chiropractic Education Scholarship. Page 133.


(10) Chancellor’s Scholars Program. Page 137.

(11) Petitions for rule promulgation, amendment, revocation, and declaratory rulings. Page 139.


h. Scholarship Awards, Fall 2002. Ratification of fall 2002 awards:

(1) Academic Scholars Program. Page 165.

(2) SmithCO Scholarships. Page 171.

(3) Future Teacher Scholarship. Page 173.


i. Nonacademic Degrees. Ratification of approved request from Cameron University to confer posthumous degree during the December 2002 commencement. Page 187.


m. Regents’ Officers. Ratification of Regent to serve as Chairman for the purpose of signing diploma.

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


a. Academic Affairs and Social Justice and Student Services Committees
b. Budget and Audit Committee.

c. Strategic Planning and Personnel Committee.

d. Technology Committee.

27. **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."

28. **Announcement of Next Regular Meeting--9 a.m., Friday, February 21, 2003, in the State Regents’ Conference Room.**

29. **Adjournment.**
23. **Reports.**


c. Annual Reports.


d. Published Materials. Page 209.
AGENDA ITEM #7:

Oklahoma Higher Education Report Card

SUBJECT: Report Card on Oklahoma Higher Education

RECOMMENDATION:

It is recommended that the State Regents accept the 2002 Report Card on Oklahoma Higher Education and approve the publishing of a state report card every other year.

BACKGROUND:

In October 1997, the Citizens’ Commission on the Future of Oklahoma Higher Education issued a report and 44 recommendations for improving state colleges and universities and for meeting state needs. One recommendation was:

_The State Regents should develop a consumer-based set of quality indicators of institutional performance to aid students, parents, employers, and policymakers in their personal, business, and governmental decisions about Oklahoma higher education. Criteria must include measures of student characteristics, instruction, time-to-degree, and on-the-job success of graduates, The criteria should also reflect appropriate measures for both traditional and non-traditional students._

Over the past decade, the State Regents have issued numerous reports providing accountability information. However, the information had not been consolidated into a single report nor had it been presented in a consumer-based manner. In May 2000, the first comprehensive Oklahoma accountability report, _A Focus on Higher Education in Oklahoma_, was widely disseminated. This report card included a comparison between Oklahoma and the nation on enrollment, ACT scores, college-going rates, degree, licensure pass rates, faculty salaries, tuition and fees, financial aid, state funding, research funding, administrative costs, remediation rates, and graduation rates. Also included were profiles of each public higher education institution.

In November 2000, the first national higher education report card, _Measuring Up 2000: The State-by-State Report Card for Higher Education_, was released by The National Center for Public Policy and Higher Education. This report card issued grades in six categories: preparation, participation, affordability, completion, benefits, and learning. All states received an “incomplete” grade for learning because there are no common assessment benchmarks for state comparisons. The second national report card on higher education, _Measuring Up 2002_ was released in November 2002. From 2000 to 2002, Oklahoma improved in two categories (participation and benefits), remained the same in two (preparation and completion), and lowered in one (affordability).
In October 2001, the State Regents posted a list of indicators to be used in the Oklahoma report card. The indicators are primarily from the State Regents’ 1999 Brain Gain 2010 initiative and the national higher education report card. Brain Gain 2010 is a plan to increase the percentage of associate and bachelor’s degree holder in Oklahoma to a level above the national average by the year 2010. In December 2001, the State Regents issued a second report card using these indicators and publishing 2010 goals based on national comparisons and benchmarks to top states.

This agenda item describes the third Oklahoma higher education report card.

POLICY ISSUES:

The State Regents place a high priority on being accountable to the public for the investment in higher education. The board’s accountability priorities and performance reporting are reflected in recommendations of the Citizens’ Commission, in the 1987 15 goals by the State Regents, in the 1990 Mission and Goals for the System, the State Regents’ Workplan, and the Oklahoma State System report cards issued in 2000 and 2001.

ANALYSIS:

The following are highlights from sections of the Report Card on Oklahoma Higher Education.

**Preparation:** Oklahoma’s average ACT scores remained at 20.5 in 1996 and 2002 while the national scores declined from 20. to 20.8. By 2010, the State Regents hope the state average ACT score will be 21.5. The average math ACT score improved from 19.5 in 1996 to 19.7 in 2002, but fell far short of the 2010 goal of 20.3.

**Participation:** The percentage of Oklahoma students attending college directly after high school increased from 48 percent in 1996 to 50 percent in 2000, while the national percentage decreased. However, the percentage of older Oklahomans (age 30 or older) decreased from 29 to 25 percent.

**Affordability:** Oklahoma community colleges are ranked fourth and the public universities are ranked second in the country for the percent of income needed to pay for college, after financial aid. However, state grant aid as a percentage of federal aid is low (16 percent) compared to the national average (44 percent).

**Benefits:** The percentage of Oklahomans with college degrees increased from 1996 to 2001: from 5.0 to 5.8 percent with an associate degree and from 20.1 to 20.4 percent with a bachelor’s degree. The 2010 Brain Gain goals are 7.0 percent associate degrees and 28.0 percent bachelor’s degrees.

**Completion:** First-year retention rates increased at the public universities and remained above the national average at the two-year colleges. Graduation rates at all types of Oklahoma public college and universities improved. However, more improvement is needed to reach the 2010 goals.

**Resources and Funding:** Tuition and fees accounted for 20.5 percent of expenditures in 1997, down from 21.8 percent in 1996. This compares to about 24 percent nationally.

**Facts:** Employment rates of Oklahoma State System graduates who were residents increased from 89 to 91 percent for associate degree recipients and from 85 to 86 percent for bachelor’s degree recipients. The number of degrees conferred increased from 22,024 in 1996 to 24,043 in 2001. Non-credit activity contacts increased from 252,250 in 1998-99 to 319,692 in 2000-01.
It is recommended that the State Regents accept the 2002 Report Card on Oklahoma Higher Education, direct staff to distribute it widely, and produce subsequent report cards every other year. There are two reasons for producing these important accountability measures every other year instead of every year: (1) some of the measures are not updated nationally every year or on the same time schedule as the other measures and (2) the national higher education report to which Oklahoma’s is compared is produced every other year.
AGENDA ITEM #8:

High School Indicators Report

SUBJECT: Oklahoma High School Indicators Project, Mean ACT Scores by Oklahoma High School Site.

RECOMMENDATION:

It is recommended that the State Regents accept the report of the high school Indicators project.

BACKGROUND:

In Senate Bill No. 183 from the 1989 legislative session, Section 13 set up a program designed to evaluate the performance of individual schools and school districts in the state of Oklahoma. This program not only required multiple types of evaluation by the State Department of Education but also required that the individual schools and districts be notified of these evaluations and that the general public also be advised as to the "effectiveness" of individual schools or districts.

ANALYSIS:

In response to the directive of SB 183, the State Regents will be providing four reports: (1) high school to college-going rate by high school site; (2) headcount, semester hours, and grade point average of first-time freshmen in fall semester by high school site; (3) mean ACT score of high school graduates by high school site; and (4) remediation rates by high school site.

One of these reports (the mean ACT scores report) is contained within this agenda and the remaining three reports (high school to college-going rate report; headcount, semester hours, and grade point average of first-time freshmen report; and remediation rates report) will be presented at the February 21, 2003, State Regents’ meeting.

Mean ACT Scores by Oklahoma High School Site

The mean ACT scores report lists the county, district, and high school site followed by the high school ACT code assigned by ACT, a computed mean ACT subject and composite score of high school graduates who took the ACT exam, and the number of high school graduates who took the exam.
AGENDA ITEM #9:

State of Oklahoma Higher Education

*Not Available Electronically.*
AGENDA ITEM #10:

Educational and General Budgets

SUBJECT: Approval of reduced FY 03 allocations and authorization to submit revised budgets.

RECOMMENDATION:

It is recommended that the State Regents (1) approve revised allocations to the institutions and programs in the state system as a result of state-mandated budget reductions and (2) authorize the Chancellor to submit revised budgets to the Office of State Finance, to be ratified at the meeting of February 21, 2003.

BACKGROUND:

In response to the second declaration of a revenue shortfall by the Office of State Finance on November 12, the Chancellor notified institutional presidents that in accordance with 70 O.S. 2001, §3903(g), institutional allotments of state appropriations would be reduced by an annualized 5.98 percent for the remainder of the fiscal year. Institutions are to submit revised budgets to this office by December 12, for transmittal to the Office of State Finance no later than December 15.

POLICY ISSUES:

The recommendation is consistent with Regents’ policy and actions.

ANALYSIS:

The reduction for General Revenue funding for the current year is 6.5 percent. As General Revenue is 89.4 percent of the original appropriation and shortfalls are not anticipated in other funding sources at this time, the overall reduction to higher education is 5.81 percent.

All institutions and nearly every program will see a reduction of 5.98 percent. Once again, the recommendation is to hold the allocations to financial aid programs at the original FY03 amount, in order to fulfill commitments to students. It is necessary to make the full payments for debt service to OC1A, regardless of the revenue shortfall, and full funding is likewise required for two other small line items, the Master Lease administrative costs and the Academic Library databases. As the $188,286 in funding approved in September for private institutions for the Residency Year Assistance Program has been transmitted in full, the $568,350 (5.98 percent) reduction to the endowed chairs program will be increased by $3,234 to 6.02 percent. Regents had approved as matching funds less than the full amount of the allocation for the endowed chairs program, anticipating revenue shortfalls. All other programs, as well as the institutions, will see the same 5.98 percent reduction, as shown on the attached schedule.
### Oklahoma State Regents for Higher Education
#### Allocations Reductions - FY03
December 5, 2002

<table>
<thead>
<tr>
<th>Source of Revenue</th>
<th>Original Appropriation</th>
<th>Reduction</th>
<th>Revised Amount</th>
<th>Percentage Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Revenue - 89.4%</td>
<td>761,274,375</td>
<td>49,482,834</td>
<td>711,791,541</td>
<td>6.50%</td>
</tr>
<tr>
<td>Rainy Day - 5.3%</td>
<td>44,800,000</td>
<td>0</td>
<td>44,800,000</td>
<td>0.00%</td>
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<tr>
<td>Cash (Building Bonds Funds) - .06%</td>
<td>546,713</td>
<td>0</td>
<td>546,713</td>
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<tr>
<td>Gross Production - Oil - 5.2%</td>
<td>44,634,322</td>
<td>0</td>
<td>44,634,322</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$515,256,610</strong></td>
<td><strong>$49,482,834</strong></td>
<td><strong>$485,773,776</strong></td>
<td><strong>5.81%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution/Program</th>
<th>Original Allocation</th>
<th>Reduction</th>
<th>Revised Allocation</th>
<th>Percentage Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma - Norman</td>
<td>125,712,994</td>
<td>7,520,950</td>
<td>118,192,044</td>
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<tr>
<td>OU Health Sciences Center</td>
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<td>5,012,993</td>
<td>78,772,716</td>
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<td>OU Law Center</td>
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<td>Oklahoma State University - Stillwater</td>
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<td>6,899,436</td>
<td>108,424,939</td>
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<tr>
<td>OSU Agriculture Experiment Station</td>
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<td>1,388,352</td>
<td>21,818,004</td>
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<td>Cooperative Extension Division</td>
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<td>1,365,279</td>
<td>21,435,425</td>
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<td>OSU-CHS</td>
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<td>771,466</td>
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<td>School of Veterinary Medicine</td>
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<td>633,804</td>
<td>9,960,661</td>
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<td>OSU, Oklahoma City</td>
<td>8,691,225</td>
<td>519,964</td>
<td>8,171,261</td>
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<td>OSU Technical Branch, Oklahoma</td>
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<td>828,554</td>
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<td>OSU-Tulsa</td>
<td>12,436,251</td>
<td>744,016</td>
<td>11,692,235</td>
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<td>University of Central Oklahoma</td>
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<td>2,714,207</td>
<td>42,655,390</td>
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<td>East Central University</td>
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<td>Southeastern Oklahoma State University</td>
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<td>979,705</td>
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<td>Southwestern Oklahoma State University</td>
<td>21,225,208</td>
<td>1,269,827</td>
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<td>Cameron University</td>
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<td>1,172,376</td>
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<td>Langston University - Campus Operations</td>
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<td>995,637</td>
<td>15,646,477</td>
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<td>Langston Endowment</td>
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<td>NW Oklahoma State University</td>
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<td>537,820</td>
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<td>Oklahoma Panhandle State University</td>
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<td>391,816</td>
<td>6,157,401</td>
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<td>Rogers State University</td>
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<td>University of Science &amp; Arts of Oklahoma</td>
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<td>397,376</td>
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<td>Carl Albert State College</td>
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<td>Connors State College</td>
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<td>349,432</td>
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<td>Eastern Oklahoma State College</td>
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<td>Murray State College</td>
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<td>Redlands Community College</td>
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<td>Oklahoma City Community College</td>
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<td>Tulsa Community College</td>
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<td>Ponca City Learning Site</td>
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<td>Institutions, Constituent Agencies, Centers &amp; Learning Sites Subtotal</td>
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<td>45,589,263</td>
<td>716,437,188</td>
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<td>Section 13 Offset Funds (sec attached Schedule)</td>
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<td>613,986</td>
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<td>Unallocated Entry-Yr Tktr Prg Funds</td>
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<td>106,527</td>
<td>1,184,695</td>
<td>5.88%</td>
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11/22/2002
Page 1
Funds allocation 2003 rev 12/02

10
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<tr>
<th>Institution/Program</th>
<th>Original Allocation</th>
<th>Reduction</th>
<th>Revised Allocation</th>
<th>Percentage Reduction</th>
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<tr>
<td>Governance &amp; Operations Support:</td>
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<td></td>
<td></td>
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<tr>
<td>State Regents' Core Operations</td>
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<td>309,867</td>
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<td>Regents’ IT</td>
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<td>OneNet</td>
<td>4,783,120</td>
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<td>Minority Teacher Recruitment Center</td>
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<td>OHLAP Administration</td>
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<td>9,247</td>
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<tr>
<td>Financial Aid Programs</td>
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<tr>
<td>Oklahoma Tuition Aid Grant Program</td>
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</tr>
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<td>Academic Scholars Program</td>
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<tr>
<td>National Guard Tuition Waiver Program</td>
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<td>Oklahoma Higher Learning Access Program</td>
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<td>Regional University Scholarships</td>
<td>800,229</td>
<td>0</td>
<td>800,229</td>
<td>0.00%</td>
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<tr>
<td>Prospective Teacher Scholarships</td>
<td>100,000</td>
<td>0</td>
<td>100,000</td>
<td>0.00%</td>
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<tr>
<td>George &amp; Donna Nigh Scholarships</td>
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<td>100,000</td>
<td>0.00%</td>
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<td>0.00%</td>
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<td>45,000</td>
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<tr>
<td>Sub-Total Financial Aid Programs</td>
<td>34,110,259</td>
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<td>0.00%</td>
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<tr>
<td>Special Programs</td>
<td></td>
<td></td>
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<tr>
<td>Brain Gain 2010</td>
<td>2,450,166</td>
<td>146,584</td>
<td>2,303,582</td>
<td>5.98%</td>
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<td>1,460,998</td>
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<td>0.00%</td>
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<td>OCLA Bond Debt Service</td>
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<td>Quality Initiative Grants</td>
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<td>55,956</td>
<td>545,759</td>
<td>5.98%</td>
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<td>Quartz Mountain</td>
<td>2,409,596</td>
<td>142,978</td>
<td>2,266,618</td>
<td>5.93%</td>
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<tr>
<td>Research Matching Funds</td>
<td>4,221,839</td>
<td>252,577</td>
<td>3,969,262</td>
<td>5.98%</td>
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<tr>
<td>Scholar-Leadership Program</td>
<td>282,991</td>
<td>16,930</td>
<td>266,061</td>
<td>5.98%</td>
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<tr>
<td>Statewide Literacy Program</td>
<td>93,956</td>
<td>5,621</td>
<td>88,335</td>
<td>5.98%</td>
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<td>Student Preparation Program</td>
<td>1,285,847</td>
<td>76,928</td>
<td>1,208,919</td>
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<td>0.00%</td>
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<td>196,828</td>
<td>8,542</td>
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<td>98,007</td>
<td>5,803</td>
<td>92,204</td>
<td>5.98%</td>
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<tr>
<td>Sub-Total Other Special Programs</td>
<td>28,892,017</td>
<td>1,440,870</td>
<td>27,451,147</td>
<td>4.99%</td>
</tr>
<tr>
<td>Capital and One-Time Allocations:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Rogers State University</td>
<td>1,100,000</td>
<td>65,809</td>
<td>1,034,191</td>
<td>5.98%</td>
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<tr>
<td>NSU-Broken Arrow</td>
<td>200,000</td>
<td>11,965</td>
<td>188,035</td>
<td>5.98%</td>
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<td>14,957</td>
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<td>182,570</td>
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<td>FY02 Carryover</td>
<td></td>
<td></td>
<td>885,647</td>
<td></td>
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<td>Revised FY03 Appropriation</td>
<td>801,772,775</td>
<td></td>
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<td>Institution/Program</td>
<td>Original Allocation</td>
<td>First Reduction</td>
<td>December Reduction</td>
<td>Total Reduction</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------</td>
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<td>University of Oklahoma - Norman</td>
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<td>5,459,312</td>
<td>2,061,638</td>
<td>7,520,950</td>
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<td>3,638,544</td>
<td>1,374,049</td>
<td>5,012,593</td>
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<td>OU Law Center</td>
<td>5,512,727</td>
<td>239,400</td>
<td>90,406</td>
<td>329,806</td>
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<td>5,008,167</td>
<td>1,891,269</td>
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<td>OSU Agriculture Experiment Station</td>
<td>23,206,356</td>
<td>1,007,778</td>
<td>380,574</td>
<td>1,388,352</td>
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<td>Cooperative Extension Division</td>
<td>22,820,704</td>
<td>991,030</td>
<td>374,250</td>
<td>1,365,279</td>
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<td>12,895,094</td>
<td>559,993</td>
<td>211,474</td>
<td>771,466</td>
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<td>460,066</td>
<td>173,738</td>
<td>633,804</td>
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<td>OSU, Oklahoma City</td>
<td>8,691,223</td>
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<td>OSU Technical Branch, Okmulgee</td>
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<td>OSU-Tulsa</td>
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<td>540,066</td>
<td>203,949</td>
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<td>University of Central Oklahoma</td>
<td>45,369,597</td>
<td>1,970,256</td>
<td>744,041</td>
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<td>269,772</td>
<td>984,139</td>
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<tr>
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<td>2,030,322</td>
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<tr>
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<td>16,375,811</td>
<td>711,149</td>
<td>268,556</td>
<td>979,705</td>
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<tr>
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<td>21,225,208</td>
<td>921,743</td>
<td>348,084</td>
<td>1,269,827</td>
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<td>Cameron University</td>
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<td>321,371</td>
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<td>720,982</td>
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<td>390,393</td>
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<td>284,411</td>
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<td>288,448</td>
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<td>Carl Albert State College</td>
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<td>5,894,341</td>
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<td>Murray State College</td>
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<td>114,838</td>
<td>418,936</td>
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<td>Redlands Community College</td>
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<td>203,846</td>
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<td>Western Oklahoma State College</td>
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<td>197,769</td>
<td>74,685</td>
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<td>Oklahoma City Community College</td>
<td>18,386,463</td>
<td>798,465</td>
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<td>Rose State College</td>
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<td>19,153</td>
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<td>26,385</td>
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<td><strong>Institutions, Constituent Agencies,</strong></td>
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<tr>
<td><strong>Centers &amp; Learning Sites Subtotal</strong></td>
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<td><strong>Section 13 Offset Funds (see attached</strong></td>
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<td><strong>Unallocated Entry-Yr Tchr Prog Funds</strong></td>
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<td>December Reduction</td>
<td>Total Reduction</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>--------------------</td>
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</tr>
<tr>
<td>Governance &amp; Operations Support:</td>
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<td>State Regents' Core Operations</td>
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<td>Okla Higher Learning Access Program</td>
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<td>Prospective Teacher Scholarships</td>
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<tr>
<td>George &amp; Donna Nigh Scholarships</td>
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<tr>
<td>Tulsa Reconciliation Scholarships</td>
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<td>0</td>
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<tr>
<td>Chiropractic Education Assistance</td>
<td>45,000</td>
<td>0</td>
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<tr>
<td><strong>Sub-Total Financial Aid Programs</strong></td>
<td>34,110,259</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Special Programs</td>
<td></td>
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</tr>
<tr>
<td>Brain Gain 2010</td>
<td>2,450,166</td>
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<td>40,182</td>
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<td>OClA Bond Debt Service</td>
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<td>Quality Initiative Grants</td>
<td>601,515</td>
<td>26,122</td>
<td>9,865</td>
<td>35,986</td>
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<td>Quartz Mountain</td>
<td>2,409,596</td>
<td>103,462</td>
<td>39,516</td>
<td>142,978</td>
</tr>
<tr>
<td>Research Matching Funds</td>
<td>4,221,839</td>
<td>183,341</td>
<td>69,236</td>
<td>252,577</td>
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<td>Scholar-Leadership Program</td>
<td>282,991</td>
<td>12,289</td>
<td>4,641</td>
<td>16,930</td>
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<td>Statewide Literacy Program</td>
<td>93,956</td>
<td>4,080</td>
<td>1,541</td>
<td>5,621</td>
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<td>Student Preparation Program</td>
<td>1,285,847</td>
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<td>Summer Academies Program</td>
<td>1,472,550</td>
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<td>88,097</td>
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<td>Academic Library Databases</td>
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<td>0</td>
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<td>Tchr Ed Asst Prog (Independent Inst)</td>
<td>196,828</td>
<td>8,542</td>
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<td>8,542</td>
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<tr>
<td>Tuition Savings Act Implementation</td>
<td>98,007</td>
<td>4,256</td>
<td>1,607</td>
<td>5,863</td>
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<tr>
<td><strong>Sub-Total Other Special Programs</strong></td>
<td>28,892,017</td>
<td>1,045,576</td>
<td>395,294</td>
<td>1,440,870</td>
</tr>
<tr>
<td>Capital and One-Time Allocations:</td>
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<td></td>
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<tr>
<td>Rogers State University</td>
<td>1,100,000</td>
<td>47,769</td>
<td>18,040</td>
<td>65,809</td>
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<tr>
<td>NSU-Broken Arrow</td>
<td>200,000</td>
<td>8,685</td>
<td>3,280</td>
<td>11,965</td>
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<td>Panhandle State University</td>
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<td>Revised FY03 Appropriation</td>
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AGENDA ITEM #11:

Policy

SUBJECT: Posting of Changes to the State Regents Policy on Tuition and Fees

RECOMMENDATION:

It is recommended that the State Regents approve for posting the attached draft of changes 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.

POLICY ISSUES:

This recommendation is consistent with State Regents' Policy.

ANALYSIS:

The State Regents’ Policy on Tuition and Fees was last updated on June 29, 2001. An informal review of the policy indicated the need for incorporating recent changes to the policy as well as miscellaneous minor 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. The suggested revisions have been incorporated to provide a comprehensive tuition policy and are being presented for State Regents’ consideration. The posted draft will now be circulated for comment to the standing advisory committees.
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 and for the Oklahoma State Regents for Higher Education as a "coordinating board of control" for all public institutions in The State System. Among those specific powers enumerated in the Constitution which are vested in the State Regents is the following:

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

70 O.S. 2001, Sections 3218.2, 3218.8 through 3218.14, 3219.1, 3219.3, and 3220, further recognize the authority of the Oklahoma State Regents for Higher Education to prescribe and coordinate student fees and tuition at institutions in The Oklahoma State System of Higher Education.

74 O.S. 2001, 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.

70 O.S. 2001, Sections 3218.8 and 3218.8a, authorize the Oklahoma State Regents for Higher Education to increase resident tuition per semester 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.

70 O.S. 2001, Section 3218.9, authorizes the Oklahoma State Regents for Higher Education to increase resident tuition for professional 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.

I. DEFINITIONS

A. Tuition. Payment required of an individual for enrollment to receive instruction in any institution of The Oklahoma State System of Higher Education. 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 resident of the state of Oklahoma for enrollment to receive instruction in any institution of The Oklahoma State System of Higher Education. 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-2-177, Section III.1.

2. Nonresident Tuition. Payment required of an individual who is a nonresident of the state of Oklahoma for enrollment to receive instruction in any institution of The
Oklahoma State System of Higher Education. 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 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, service facility fees, and special fees. Fees that fall within this definition must be requested by institutions and approved by the Oklahoma State Regents for Higher Education.

1. Special Fees for Instruction and Academic Services. Those fees, other than tuition, student activity and service facility 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/labatory 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 remedial course fees, 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 automation and materials fee.

   e. Classroom/Laboratory Supplies and Materials 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 and materials.

   f. Other Special Fees. Included in this category are the change-of-enrollment fee, academic records maintenance fee, the student assessment fee, transcripts, diplomas, and any other special fees that cannot be classified in one of the above categories.

2. 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 may 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 which will allow universities and colleges to negotiate a separate special fee, up to full cost, for delivery of credit courses with business, industry and governmental entities.

II. PROCEDURES FOR APPROVAL OF TUITION AND FEES

A. Institutions will submit requests for authorization to change tuition and fees to the Oklahoma State Regents for Higher Education.

B. Requests for changes in tuition and fees will be considered by the Oklahoma State Regents for Higher Education 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.

C. The Oklahoma State Regents for Higher Education 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.

D. Public notice will be given 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 Oklahoma State Regents for Higher Education 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 as required in 74 O.S. 2001, Section 3117.

F. By January 1 of each year, the Oklahoma State Regents for Higher Education shall submit a report to the Governor, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives of the schedule of tuition approved for each institution and technical branch in the Oklahoma State System of Higher Education (70 O.S. 2001, Section 3218.2B).

III. GENERAL POLICIES

A. **Assessment and Waiver of Tuition and Fees.** Resident and nonresident tuition and fees may be neither assessed nor waived unless authorized by general policy or by specific authorization of the Oklahoma State Regents for Higher Education.

B. **Annually Published Schedule.** Each institution shall publish a schedule annually of all tuition and fees charged.

C. **Contract Credit Course Fee.** A special Contract Credit Course Fee is established in 70 O.S. 2001, Section 3219.3. This section authorizes the Oklahoma State Regents for Higher Education "...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. This policy provision authorizes any institution to assess charges up to the cost of the course.
D. Disposition of Revenue Received from Tuition and Fees.

1. Tuition and Special Fees. Revenue derived from resident tuition, nonresident tuition, and special fees for instruction and academic services shall be deposited in the institution's clearing account and transferred to the institution's Fund 290 revolving fund.

2. Student Activity and Service Facilities Fees. Revenue derived from student activity fees and service facilities fees shall be deposited in the institution's clearing account and transferred to the institution's Agency Special (Fund 700) revolving fund.

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. Courses at two-year colleges shall be classified as lower division for purposes of determining the amount of resident and nonresident tuition charges. Courses numbered in the "1000" and "2000" series shall be classified as lower division. In addition, those developmental courses at the "less than 1000" level that normally do not carry collegiate credit shall be classified as lower division level for resident and nonresident tuition purposes.

2. Upper Division. Courses numbered in the "3000" and "4000" series shall be classified as upper division level for resident and nonresident tuition purposes.

3. Graduate Division. Courses offered by 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 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. 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.

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

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

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

K. Off-Campus, Electronic Media and Correspondence Courses. Institutions in the Oklahoma State System of Higher Education are authorized to charge a supplemental fee up to $110.00 per credit hour in addition to the per credit hour tuition rates, for off-campus, electronic media, and correspondence courses, not to exceed the cost of instruction. For nonresident students, institutions are authorized to charge an additional supplemental fee of up to $75.00 per credit hour. Institutions in the Oklahoma State System of Higher Education are authorized to establish policies that waive campus 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.

IV. WAIVER OF TUITION

A. Policy Relating to Resident Tuition Waiver Scholarships. Pursuant to 70 O.S. 2001, Section 3218.12 authorizing the Oklahoma State Regents for Higher Education to establish a system of student scholarships, the following policy of resident tuition waiver scholarships is hereby authorized for each institution in The Oklahoma State System of Higher Education. 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 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 an educated workforce 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 (lower, upper, or graduate division) and by student classification (freshman, sophomore, junior, senior, master's 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.

2. Each institution is authorized to award scholarships to residents of the state of Oklahoma from the Educational and General Budget - Part I in the form of resident tuition waivers, the total amount of which shall not exceed three (3) percent of the total E&G Budget - Part I for the current year.

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

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

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

b. Waiver of Tuition for Prisoners of War, Persons Missing in Action, and their Dependents. 70 O.S. 2001, Section 2281, provides that any former prisoner of war or person missing in action and their dependents may, if otherwise qualified, enroll and pursue study at any state-supported institution of higher education or state-supported technical institute without payment of resident tuition. The following points of policy and procedure will serve as guidance for institutions in the administration of this law:
1. A "prisoner of war" or a "person missing in action" means any person who was a resident of the state of Oklahoma at the time he or she entered service of the United States Armed Forces or whose official residence is within the state of Oklahoma and who, while in the United States Armed Forces, has been declared to be a prisoner of war or a person missing in action as established by the Secretary of Defense.

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

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

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

5. If federal funds provided for the resident tuition of the dependent, the dependent is not eligible for this tuition waiver scholarship.

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

d. Waiver for Graduate Assistants. Graduate students with at least a one-quarter time graduate assistantship are eligible for these scholarships irrespective of Oklahoma residency status. Graduate assistants involved in teaching must be proficient in both oral and written English. The ability to communicate course material effectively in understandable English is required of all graduate teaching assistants awarded these waivers. 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 resident tuition for nonresident students who are recipients of the Oklahoma State Regents' Academic Scholars Program scholarship in an amount that, when added to the State Regents' cash award and any other state or federal financial aid for which the student qualifies, is sufficient to comply with the provisions of 70 O.S. 2001, Section 2403(C) and (E). Eligible recipients may be granted waivers of tuition for up to five (5) years of undergraduate and/or graduate study.

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

h. **Waiver for Students in Custody of the Department of Human Services.** As established in 70 O.S. 2001, Section 3230, State System institutions are authorized to waive the resident tuition for any eligible Oklahoma resident who, within the past three (3) years, has been in the custody of the Department of Human Services for any nine (9) of the twenty-four (24) months after the individual's sixteenth (16) birthday and before the individual's eighteenth (18) birthday. To be eligible, the resident must have graduated within the previous three (3) years from a high school accredited by the State Board of Education, the Oklahoma School of Science and Mathematics or, upon approval of the Oklahoma State Regents for Higher Education, a public high school in a state bordering Oklahoma in which the student enrolled with approval of the State Board of Education as provided in 70 O.S. 2001, Section 8-103, or has completed General Educational Development (GED) requirements. The eligible student must be pursuing studies in this state leading to an associate or baccalaureate degree or studies in a postsecondary Career Tech program or course offered pursuant to a duly approved cooperative agreement between an area Career Tech school and an institution which is a member of The Oklahoma State System of Higher Education. 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 Oklahoma State Regents for Higher Education. 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.

4. Nonresident students generally are not eligible to receive a waiver of resident tuition. Exceptions to this policy are made specifically for the following recipients:

a. **Nonresident children of Oklahoma peace officers and firefighters who have given their lives in the line of duty.** Such waiver shall also apply to the nonresident children of members of the Oklahoma Law Enforcement Retirement System who have given their lives in the line of duty or whose disability is by means of personal and traumatic injury of a catastrophic nature and occurred in the line of duty.

b. **Nonresident recipients of the Oklahoma State Regents Academic Scholars Program at the discretion of the institution.**
c. Nonresident students employed as teaching assistants or research assistants with at least one-quarter time graduate assistantship at the discretion of the institution.

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

6. Institutions will report the number of students and amount of resident tuition waivers granted to the Oklahoma State Regents for Higher Education on an annual basis.

B. Policy Relating to Nonresident Tuition Waiver Scholarships

1. Any institution in The Oklahoma State System of Higher Education may award a scholarship that includes a waiver of nonresident tuition.

2. Institutions will report the number of students and amount of nonresident tuition waivers granted to the Oklahoma State Regents for Higher Education on an annual basis.

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 may waive fees for courses offered under a contract with business, industry, military, and governmental entities pursuant to the Oklahoma State Regents for Higher Education policy on Contract Credit Course Fees (Section 4, Part III, Paragraph 3).

C. Institutions in the Oklahoma State System of Higher Education are authorized to establish policies that waive campus 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 Oklahoma State Regents for Higher Education.

AGENDA ITEM #12:

New Programs


RECOMMENDATION:

It is recommended that the State Regents approve TCC’s request to offer the Certificate in Computer Information Systems – Web Design and the Certificate in Computer Information Systems – Digital Video with the stipulation that continuation of the programs beyond fall 2005 will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

Criteria:

Certificate in Computer Information Systems – Web Design. Continuation will depend upon:

- Majors enrolled: 10 students in fall 2004
- Graduates: 6 students in 2004-05

Certificate in Computer Information Systems – Digital Video. Continuation will depend upon:

- Majors enrolled: 10 students in fall 2004
- Graduates: 6 students in 2004-05

BACKGROUND:

Academic Plan

TCC’s Academic Plan lists the following institutional priorities:

- developing and assessing courses/programs for workforce development;
- providing a state-of-the-art learning environment;
- assessing student learning;
- designing and implementing professional development to increase student learning; and
- meeting student learning needs in a variety of settings.

APRA Implementation

Since 1991-92, TCC has deleted 58 degree and/or certificate programs.
Program Review

TCC offers 103 degree and certificate programs (23 associate, 47 associate in applied science, and 33 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, TCC 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

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

POLICY ISSUES:

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

ANALYSIS:

Certificate in Computer Information Systems – Web Design

Program purpose. The proposed program will prepare students for careers in web design.

Program rationale/background. This program will complement the existing Associate in Applied Science in Digital Video with option in Web Design by providing short-term, specific training for individuals working in the field yet in need of additional and/or formal training, or for individuals who have already received a degree but would like to retrain quickly to enter the workforce.

Employment opportunities. The program was developed in response to the phenomenal growth in demand for web-related services. Web design professionals are employed in all sectors of Tulsa’s economy, and many area businesses seek to acquire training for existing employees.

Student demand. The proposed program is expected to enroll 10 majors in fall 2004 and graduate 6 students in 2004-05.

Duplication/Impact on existing programs. Oklahoma City Community College, Rose State College, and Northeastern Oklahoma A&M College have programs with similar content, but this program’s focus on web design using industry standard equipment and software distinguishes it from other programs in the state. Additionally, given the demand for the program and the distance between locations, approval will not constitute unnecessary duplication.

Curriculum. The proposed certificate program consists of 27 credit hours in the technical specialty (Attachment A). No new courses will be added.

Faculty and staff. Existing full-time and adjunct TCC faculty will teach the courses in this program.

Support services. The library, facilities, and equipment are adequate. Extensive library resources are available electronically through state and institutional license agreements. Student services are available on campus and electronically, including online enrollment services.
The course management system for online courses facilitates student/faculty interaction through online discussion board drop boxes, email, and virtual classrooms. Students may access the course syllabus, class notes/lectures, assignments, Internet links, PowerPoint presentations, video clip demonstrations, etc., through the Blackboard Course Information system.

**Financing.** No new funds are required. Existing courses will be taught by current TCC faculty.

*Certificate in Computer Information Systems – Digital Video*

**Program purpose.** The proposed program will prepare students for careers in video production.

**Program rationale/background.** This program will complement the existing Associate in Applied Science in Digital Video by providing short-term, specific training for individuals working in the field yet in need of additional and/or formal training, or for individuals who have already received a degree but would like to retrain quickly to enter the workforce.

**Employment opportunities.** The program was developed in response to the accelerating demand for video production services. Video production professionals are employed in all sectors of Tulsa’s economy, and many area businesses seek to acquire training for existing employees.

**Student demand.** The proposed program is expected to enroll 10 majors in fall 2004 and graduate 6 students in 2004-05.

**Duplication/Impact on existing programs.** No other State System institution offers a certificate program in video production using both PC and Macintosh microcomputer platforms; therefore, approval of the certificate program will not constitute unnecessary duplication.

**Curriculum.** The proposed certificate program consists of 29 credit hours, all in the technical specialty (Attachment B). No new courses will be added.

**Faculty and staff.** Existing full-time and adjunct TCC faculty will teach the courses in this program.

**Support services.** The library, facilities, and equipment are adequate. Extensive library resources are available electronically through state and institutional license agreements. Student services are available on campus and electronically, including online enrollment services.

The course management system for online courses facilitates student/faculty interaction through online discussion board drop boxes, email, and virtual classrooms. Students may access the course syllabus, class notes/lectures, assignments, Internet links, PowerPoint presentations, video clip demonstrations, etc., through the Blackboard Course Information system.

**Financing.** No new funds are required. Existing courses will be taught by current TCC faculty.

Attachments
TULSA COMMUNITY COLLEGE
CERTIFICATE IN COMPUTER INFORMATION SYSTEMS – WEB DESIGN

Computer Information Systems  Credit Hours: 27
*CSC 1203  Computer Concepts and Applications
*CIS 1013  HTML
*CIS 1033  Photoshop
*CIS 1053  Web-Based Applications
*CSC 1123  3D Graphics
*CSC 1283  Fundamentals of Animation
*CSC 1293  3D Animation
*CSC 2003  Multimedia I
*CSC 2093  Interactive Multimedia

It is strongly recommended that students enrolled in this option take the following additional courses as electives. These courses are not required for certificate completion.

Art  Credit Hours: 9
ART 1013  Fundamentals of Art I
ART 1083  Fundamentals of Art II
Or
ART 1123  Drawing I

Computer Information Systems  Credit Hours: 1
*CIS 1211  Introduction to MAC OS

* Course has a prerequisite
Note: There are no new courses required for this program.
## TULSA COMMUNITY COLLEGE

CERTIFICATE IN COMPUTER INFORMATION SYSTEMS – DIGITAL VIDEO

*Computer Information Systems*  
*Credit Hours: 29*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>*CSC 1203</td>
<td>Computer Concepts and Applications</td>
</tr>
<tr>
<td>*CIS 1211</td>
<td>Introduction to MAC OS</td>
</tr>
<tr>
<td>*CSC 1113</td>
<td>2D Graphics</td>
</tr>
<tr>
<td>*CSC 1123</td>
<td>3D Graphics</td>
</tr>
<tr>
<td>*CSC 1283</td>
<td>Fundamentals of Animation</td>
</tr>
<tr>
<td>*CSC 1293</td>
<td>3D Animation</td>
</tr>
<tr>
<td>*CSC 2003</td>
<td>Multimedia I</td>
</tr>
<tr>
<td>*CSC 2093</td>
<td>Interactive Multimedia</td>
</tr>
<tr>
<td>*CSC 2221</td>
<td>Portfolio Development for Digital Video</td>
</tr>
<tr>
<td>*CSC 2263</td>
<td>Introduction to Digital Video</td>
</tr>
<tr>
<td>*CSC 2273</td>
<td>Advanced Digital Video</td>
</tr>
</tbody>
</table>

It is strongly recommended that students enrolled in this option take the following additional courses as electives. These courses are not required for certificate completion.

*Art*  
*Credit Hours: 9*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1013</td>
<td>Fundamentals of Art</td>
</tr>
<tr>
<td>ART 1113</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>ART 1123</td>
<td>Drawing I</td>
</tr>
</tbody>
</table>

* Course has a prerequisite

Note: There are no new courses required for this program.
AGENDA ITEM #13:

Program Deletions

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University Technical Branch – Okmulgee (OSUTB-OKM) requests authorization to delete the Associate in Applied Science in Electronic Engineering Technology (021), the Associate in Applied Science in Medical Secretarial Technology (028), the Associate in Applied Science in Machine Tool Technology (029), the Associate in Applied Science in Design Drafting Technology (040), the Associate in Applied Science in Food Service Management (045), the Associate in Applied Science in Industrial Electrical Technology (052), the Associate in Applied Science in Digital Graphics Technology (083), and the Associate in Applied Science in Ford ADEPT (084).

Murray State College (MSC) requests authorization to delete the Associate in Applied Science in Behavioral Science (056).

Redlands Community College (RCC) requests authorization to delete the Associate in Applied Science in Computer Science Technology (046), the Associate in Applied Science in Administrative Management and Technology (037), and the Certificate in Administrative Management and Technology (060).

POLICY ISSUES:

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

ANALYSIS:

OSUTB-OKM requests to delete eight programs:
- The Associate in Applied Science in Electronic Engineering Technology (021) has no students remaining in the program. Skills taught in this degree have been combined under the Associate in Applied Science in Engineering Technologies (080). No courses will be deleted, and no funds will be available for reallocation.
- The Associate in Applied Science in Machine Tool Technology (029) has no students remaining in the program. Skills and courses from this program have been integrated into the Associate in Applied Science in Engineering Technologies (080). No courses will be deleted, and no funds will be available for reallocation.
- The Associate in Applied Science in Design Drafting Technology (040) has two students remaining in the program. One will graduate fall 2002, and the other student will graduate
spring 2004. Courses required for completion are available under the Associate in Applied Science in Engineering Technologies (080), and the students will be able to graduate as planned. No courses are being deleted, and no funds are available for reallocation.

- The Associate in Applied Science in Medical Secretarial Technology (028) has no students remaining in the program. Five courses will be deleted; however, because the program has been inactive, any savings have been absorbed/reallocated within the department. The institution cites unsatisfactory graduate placement and salary levels as the reason for deleting this program.

- The Associate in Applied Science in Food Service Management (Baking) (045) has three students remaining in the program who will be able to graduate spring 2003 as scheduled. Ten courses will be deleted; any savings will be absorbed/reallocated within the department. The institution cites unsatisfactory graduate placement and salary levels as the reason for deleting this program.

- The Associate in Applied Science in Industrial Electrical Technology (052) has three students remaining in the program, all of whom are expected to graduate fall 2002. Skills and courses taught in support of this degree have already been integrated into the Associate in Applied Science in Engineering Technologies (080). No courses will be deleted, and no funds will be available for reallocation.

- The Associate in Applied Science in Digital Graphics Technology (083) has no students remaining in the program. Ten courses will be deleted; however, because the program has been inactive, any savings have been absorbed/reallocated within the department. The institution cites unsatisfactory graduate placement and salary levels as the reason for deleting this program.

- The Associate in Applied Science in Ford ADEPT (084) has no students remaining in the program. The program has not been actively enrolling students for several years; insufficient salary and placement opportunities make this program unnecessary. Seventeen courses will be deleted, and no funds are available for reallocation.

MSC requests deletion of one program:

- The Associate in Applied Science in Behavioral Science (056) has low graduation rates, with an enrollment history indicating majors transfer to baccalaureate programs prior to completing the associate degree. Courses will continue to be offered under other psychology and sociology programs, so no funds will be available for reallocation. Nine students remain in the program and will graduate as planned.

RCC requests to delete three programs:

- The Associate in Applied Science in Computer Science Technology (046) has no students remaining in the program. The Associate in Applied Science in Applied Technology program’s “information technology” option offers the most current curriculum. No courses will be deleted, and no funds will be available for reallocation.

- The Associate in Applied Science in Administrative Management and Technology (037) has no students remaining in the program. Curriculum from this program is offered under other programs that have more recognition in the field. No courses will be deleted and no funds will be available for reallocation.

- The Certificate in Administrative Management and Technology (060) has no students remaining in the program. The curriculum from this program is offered under other associate degree programs, giving the student more opportunities for employment than the certificate could offer. No courses will be deleted and no funds will be available for reallocation.
AGENDA ITEM #14:

Champions for Student Success Awards

SUBJECT: Community Recognition Program

RECOMMENDATION:

It is recommended that the State Regents present the first Champions for Student Success awards as identified below and approve the program for annual presentation.

BACKGROUND:

For the past decade, State Regents have placed a high priority on student preparation as a public policy focus. Particularly within the past few years, members of the Oklahoma community have done much to support State Regents’ actions with respect to student preparation. Many community members routinely go above and beyond their dictated roles defined by their work or their volunteerism to help State Regents’ goals for student success. Individuals in Oklahoma, through their actions, do much to ensure academic and financial preparation for young Oklahomans, whether that be through their leadership in business and industry, through their advocacy for rigorous preparation, through their advocacy for adequate financial aid, and sometimes, through their own time, spent in a public school as a volunteer.

To honor those who demonstrate such commitment to students, a new annual recognition program entitled “Champions for Student Success” will recognize Oklahomans who have demonstrated a high commitment to student success over the past year.

POLICY ISSUES:

This program supports State Regents’ public policy priorities identified in the State Regents’ work plan, in the Brain Gain 2010 priorities, and supports State Regents ongoing efforts to support student preparation for college by reinforcing the excellent work of Oklahomans who support student success. This program will also honor the work of Chancellor Brisch annually in the future by ensuring that individuals receiving the award additionally embody the focus on student success strengthened in the Oklahoma higher education community through Chancellor Brisch’s leadership.

ANALYSIS:

Champions for Student Success for 2002:

State Senator Cal Hobson

Senator Hobson is being recognized for his unparalleled commitment to the Oklahoma Higher Learning Access Program (OHLAP) to ensure that all Oklahoma students who have met the rigorous requirements during high school are provided the scholarship promised to them upon enrollment in college. Last March, Senator Hobson told the Daily Oklahoman, “Whatever the price tag, we’re going to get the money.” During a year of state budget reductions, Senator Hobson’s commitment resulted in a 150%
increase in funding for OHLAP to ensure that all scholarship obligations were met. His commitment to Oklahoma’s students remains unwavering—and OHLAP students across the state are attending college today because of Senator Hobson’s leadership.

**Stan Lybarger, President and CEO, Bank of Oklahoma and Chairman, Oklahoma Business and Education Coalition (OBEC)**

Stan Lybarger is a champion for Oklahoma students because of his leadership in bringing the business community into an active role in policy-level K-16 education issues in Oklahoma. An ardent advocate for rigorous K-12 academic preparation and collegiate success, Mr. Lybarger’s personal leadership on educational accountability helps to focus the state’s attention on student academic achievement. As the Chairman of OBEC, Mr. Lybarger has stimulated partnerships between business and education to 1) improve the state’s data system capabilities in education; 2) increase the alignment between curriculum and assessment, K-16; and 3) most recently, led a partnership to help make Oklahoma math preparation aligned with the “best in the world.” Mr. Lybarger’s personal and professional time commitment to Oklahoma education will reap benefits for students in Oklahoma for many years to come.

**Joy Culbreath, Choctaw Nation**

Representing the Choctaw Nation, Joy Culbreath has been a champion for student success among students in southeastern Oklahoma. An active and tireless partner with GEAR UP, Ms. Culbreath works directly with students and their parents in southeast Oklahoma to help them plan for college. From leading parents’ meetings to assist with OHLAP and GEAR UP to mentoring students one-on-one, Ms. Culbreath is making a tremendous difference in student preparation for all students in southeastern Oklahoma, but particularly for Native American students. Her personal attention has also helped southeastern Oklahoma schools post some of the highest OHLAP enrollment increases in the state.
Champions for Student Success
Community Recognition Program

PURPOSE:

For the past decade, State Regents have placed a high priority on student preparation as a public policy focus. Particularly within the past few years, members of the community have done much to support State Regents’ actions with respect to student preparation and many community members routinely work above and beyond their dictated roles defined by their work or their volunteerism to help State Regents’ goals for student success. Individuals in Oklahoma, through their actions, do much to ensure academic and financial preparation for young Oklahomans, whether that be through their leadership in business and industry, through their advocacy for rigorous preparation, through their advocacy for adequate financial aid, and sometimes, through their own time, spent in a public school as a volunteer.

A new annual program entitled, “Champions for Student Success” through which State Regents, annually each December, would present awards to members of the Oklahoma community who have demonstrated a high commitment to student success over the past year. This program will yield not only the opportunity to honor community members for their excellent work and leadership, but also annually reinforce State Regents’ Brain Gain 2010 focus on helping students be academically prepared for college in order to reduce remediation and promote degree attainment.

NOMINATIONS:

A staff team identified by the Chancellor will forward a maximum of five nominations to the Chancellor for consideration by October 1 of each year. The staff team will solicit nominations from State Regents’ staff by September 1 each year via e-mail outlining the criteria for nomination. Staff may make personal nominations or, in the case of staff who oversee various advisory councils, may seek assistance in identifying nominees through those councils. Ideally, staff nominating an individual will have personal knowledge of the nominee, as well as personal knowledge of that person’s contribution to student success.

CRITERIA FOR SELECTION:

Staff should identify and nominate community members worthy of State Regents’ recognition based on the following guidelines:

Champions for Student Success will have demonstrated at least two of the following:

1. Demonstrating support and advocacy for rigorous academic preparation for college in tangible ways;
2. Advocating at the state or community levels for State Regents’ student preparation programs (e.g., EPAS, OHLAP, GEAR UP, and other emerging State Regents initiatives);
3. Mentoring or tutoring students personally, or, if a business leader, making mentoring a priority for employees;
4. Aiding in financial aid availability for Oklahoma students as a means to increase access to college either through personal or professional efforts;
5. REVIEW AND EVALUATION:
A staff team appointed by the Chancellor will review nominations. The staff team will ensure that all nominations meet at least two of the criteria outlined above, and develop a scoring rubric for quantifying the level of effort identified for the nominees. The staff will forward names for consideration to the Chancellor by October 1 of each year. State Regents, upon approval, will typically make the awards at the final State Regents meeting of the calendar year.

ANNOUNCEMENT OF AWARDS:

In addition to receiving a State Regents’ resolution that highlights the individuals’ contributions to student success, the individuals will additionally receive a plaque and have the opportunity to address the State Regents’ meeting to impart their personal views on why student preparation for college is so important and why it is an important focus for K-16 education. A press release will also highlight the work of the individuals and present an opportunity for State Regents to again make public the importance of planning early for college. A maximum of five awards would be made each December, with selections forward annually in October by staff to the Chancellor for approval. For the current year, suggested names will be forwarded to the Chancellor by October 31 for consideration.
AGENDA ITEM #15:

Student Preparation Task Force

SUBJECT: Progress Report on the Student Preparation Task Force

RECOMMENDATION:

This item is being presented for State Regents’ information

BACKGROUND:

In May 2002, State Regents created a Student Preparation Task Force to provide State Regents with recommendations for a long-term action agenda. The broad work plan for the task force includes:

1) Map current state capacity/activities within the State System and private institutions that support the academic, financial, and social preparation necessary for collegiate success;
2) Identify partnerships at the local institutional/school district level that promote student success (whether implemented already or demonstrate a potential for future implementation);
3) Work with the various constituencies represented to obtain a broad informational base toward localizing the student success vision;
4) Conduct institutional and school district research that will identify strengths, gaps and weaknesses in the current local systems;
5) Review relevant state and national data on academic, financial, and social preparation for inclusion in findings and recommendations;
6) Propose a plan to ameliorate identified gaps and weaknesses;
7) Identify local institutional strategies to promote State Regents’ student preparation programs and services at the local level (for example; OHLAP, EPAS) to be included in a final deliverable document;
8) Write and present a final deliverable report with findings and recommendations for the purposes of outlining a long-term local action agenda and implementation plan.

The first meeting on the Student Preparation Task force was held on September 9, 2002. Dr. Jan Somerville of The Education Trust presented members with the national level data and policy issues that face education, K-16. Dr. Somerville additionally serves as a national member of the task force. Dr. Phyllis Hudecki, Executive Director of the Oklahoma Business and Education Coalition (OBEC), presented to the task force the findings and recommendations from the Achieve, Inc. studies released in August.

In November 2002, OBEC and the Student Preparation Task Force held a joint session to hear Dr. Ed Crowe, education consultant for the State Higher Education Executive Officers and other organizations, speak on the future of teaching quality.

Numerous relevant and timely national, regional, state, and local studies have been shared with task force members, via a special listserv designed to foster communication among the members.
**Working Groups:**

Also during the first meeting, a series of working groups was created; each led by State Regents’ staff who have programmatic responsibilities in those areas. The working groups each have a different charge and substantive topics for discussion and research will frame the groups’ recommendations over the academic year. The major research and study questions each group will address are included:

**Working Group:**

**GOVERNANCE, STANDARDS, ASSESSMENTS, AND SHARED POLICY OBJECTIVES – Higher Education, K-12, and Business**

**Charge:**
This group is charged with analyzing, reporting on, and making recommendations for short-term and long-term goals and objectives for The Oklahoma State System of Higher Education to surrounding the public policy environment in Oklahoma and its impact on student academic achievement and access to college. Specifically the group should identify ways in which:

- The Oklahoma State Regents can sharpen/clarify/update policies; better communicate public policy to interested constituencies,
- Higher education can better communicate the impact of policy on the every day student;
- Higher education policy can drive stronger academic preparation for college and work.

Specifically, the group should identify and review relevant research and data; identify strategies to ameliorate gaps and weaknesses policies and practices system-wide; point to issues of shared policy objectives between higher education, K-12, and business – all focused on improving student academic achievement, K-16.

1. How will the Achieve, Inc. analysis impact higher education policy?
   a. Discussion of State Regents’ reactions to the report presented by Phyllis Hudecki to the entire task force.
2. What policy issues will be most prevalent in Oklahoma for:
   a. Engaging higher education institutions in their opportunities with K-12 schools through the No Child Left Behind Act of 2002;
   b. Meeting provisions for accountability expected to surface in the reauthorization of the Higher Education Act.

**Working Group:**

**LINKING TEACHER QUALITY AND STUDENT ACADEMIC ACHIEVEMENT**

**Charge:**
This group is charged with analyzing, reporting on, and making recommendations for short-term and long-term goals and objectives for The Oklahoma State System of Higher Education to better link teacher quality with student academic achievement. Federal and national efforts focusing on teacher quality will, more and more, hold higher education accountable for preparing high quality teachers for America’s classrooms. Specifically, the group should identify and review relevant research and data; identify strategies to ameliorate gaps and weaknesses in system-level and local institutional level teacher quality efforts through K-16 partnerships. Recommended solutions should focus on outcomes – while the inputs and processes involved with teacher quality are critical, improving affordability outcomes is the focus of this task force.

1. How will the new No Child Left Behind law build substantive local partnerships between higher education institutions and local school district in the areas of teacher and paraprofessional quality.
2. What data would be necessary for accountability purposes to adequately inform K-12 and higher education about the status of the teacher quality impact on student academic achievement?
3. What strategies/policies might better ensure ongoing quality, content knowledge, and pedagogical innovation among Oklahoma teachers?
4. What barriers exist to having an ongoing and substantive relationship between K-12 and higher education in the teacher quality arena?

Working Group: FINANCIAL PREPARATION

Charge:
This group is charged with analyzing, reporting on, and making recommendations for short-term and long-term goals and objectives for The Oklahoma State System of Higher Education to increase access to college and impact college affordability through financial preparation efforts. Specifically, the group should identify and review relevant research and data; identify strategies to ameliorate gaps and weaknesses in financial preparation through K-16 partnerships; and identify state level and local institutional level solutions. Strategies for this group may also focus on identifying positions with respect to financial aid issues in the upcoming Higher Education Act reauthorization. Solutions should focus on linking financial preparation to measurable outcomes in promoting student access to college – while the inputs and processes involved with financial preparation are critical, improving affordability outcomes is the focus of this task force.

1. What do the data tell us about the link between financial and academic preparation, equitable access to college, and the interaction between student socioeconomic and academic variables?
2. What local college and university efforts are most likely to impact or improve financial preparation for college?
3. How might local efforts build on state level efforts?
4. What issues will be key for state and local institutional involvement in HEA reauthorization – and beyond – at the federal level?

Working Group: ACADEMIC PREPARATION

Charge:
This group is charged with analyzing, reporting on, and making recommendations for short-term and long-term goals and objectives for The Oklahoma State System of Higher Education to increase access to college and impact college affordability through academic preparation efforts. Specifically, the group should identify and review relevant research and data; identify strategies to ameliorate gaps and weaknesses in academic preparation through K-16 partnerships; and identify state level and local institutional level solutions. Solutions should focus on measurable outcomes in promoting student academic achievement – while the inputs and processes involved with preparation are critical, improving academic outcomes are the focus of this task force.

1. What do the data tell us about the link between academic preparation, equitable access to college, and the interaction between student socioeconomic and academic variables?
2. What local college and university efforts are most likely to impact or improve academic preparation for college?
3. How might local efforts build on state level efforts?

Working Group: PUBLIC ENGAGEMENT AND EARLY OUTREACH

Charge:
This group is charged with analyzing, reporting on, and making recommendations for short-term and long-term goals and objectives for The Oklahoma State System of Higher Education to increase access to
and affordability for college through effective public engagement and outreach efforts. Specifically, the group should identify and review relevant research and data; identify strategies to ameliorate gaps and weaknesses in system-level and local institutional level public engagement and outreach efforts through K-16 partnerships; and identify state level and local institutional level solutions. Recommended solutions should focus on linking financial and academic preparation to the outreach and engagement strategies proposed and identify no-cost, low-cost and cost-bearing solutions for consideration. The focus of these strategies should be on those that produce measurable outcomes – while the inputs and processes involved with financial preparation are critical, improving affordability outcomes is the focus of this task force.

1. What do the data tell us about the public’s awareness about academic and financial issues associated with attending college? What socioeconomic, geographic, and other considerations are the most important?
2. What are local colleges and universities currently doing to promote access to college through public engagement and outreach efforts?
3. How might local efforts build on state level efforts?
4. What barriers exist to adequately funding systemic public engagement and outreach efforts in Oklahoma?

Progress:

Staff members began and continue work in the areas identified above. Some of the progress items include (not exhaustive):

1. Course Placement Service data study is being conducted with ACT. Results are expected in late Spring 2003. The data from this service will allow the task force, staff, and the State Regents, to consider any changes that may be necessary in policy in the academic preparation arena. Historically, the course placement data is used in identifying appropriate cutoff scores at the state and institutional level for educational decision making (This study will also aid the State Regents in considering means of meeting the higher education recommendations by Achieve, Inc).
2. An Underprepared Student Follow Up Report service is being conducted with ACT as well. This study will identify the various characteristics of students who enter Oklahoma colleges and universities requiring remediation in at least one content area and study their progression through the system. The task force will review the data in the context of state as well as institutional implications (This work will also aid the State Regents in considering means of meeting the higher education recommendations by Achieve, Inc.).
3. The Education and General Awareness subcommittee of the Communicators Council is working on issues of the task force related to public engagement and early outreach, in tandem with the members of the task force. This working group, as well as the subcommittee, will be using the upcoming Pathways to College national study of social marketing as a means to guide eventual recommendations in public engagement.
4. Staff are working with mathematics faculty to identify curriculum and assessment alignment gaps and weaknesses that may exist. With mathematics remaining the most troublesome in remediation, campus-level and school-level data are being added through this task force’s work to the state level data through various data sources.
5. The academic preparation group is working on identifying substantive, local-level strategies for engaging higher education institutions and local schools in real partnerships surrounding EPAS. Some strategies are being piloted and recommendations will consider these pilots, as well as historical EPAS work, school district needs, and the provisions of the No Child Left Behind (NCLB) Act of 2001.
6. State Regents’ Title II NCLB Request for Proposals was released and asks institutions and schools to form partnerships for professional development for teachers that will eventually be integrated into the teacher education curricula in participating institutions. The new education law is clear that teachers must be able to make decisions in the classroom based on data.
7. State Regents commissioned a comprehensive study of the Eisenhower Professional Development Program that will inform the task force on how local school, institutional, and state level professional development for teachers can benefit from lessons learned as funded by the previous elementary and secondary education.

Much of the activity for the student preparation task force surrounds research at this point (see steps one through four in the work plan above). With multiple constituencies involved, the first meeting and initial work is designed to allow each member of the group to focus in working groups on their particular area of expertise while also exposing all members to the broader public policy issues and foci. The next formal meeting of the task force will be in January 2003. Working groups will update on their progress to date, formative changes in the research agenda will be made, and preliminary recommendations for change, improvement, or public policy issues will comprise the next step.
AGENDA ITEM #16:

Academic Scholars Program

SUBJECT: Institutional Nominees for 2003-04

RECOMMENDATION:

It is recommended that the State Regents approve the authorized number of Institutional Nominees for each institution for 2003-04.

BACKGROUND:

The 1999 Legislature created a new avenue by which students can qualify for Academic Scholars Program (ASP) awards—Institutional Nominees. The statutes authorize the State Regents to establish criteria for student eligibility as an Institutional Nominee.

Each year since 1999 the State Regents have authorized the number of freshmen Institutional Nominee “slots” for each state system institution.

POLICY ISSUES:

The statutes and policy authorizing the Academic Scholars Program state the objectives of the program to:

(1) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;

(2) attract high caliber out-of-state students to attend Oklahoma colleges and universities; and

(3) enhance the academic quality in Oklahoma colleges and universities.

The Institutional Nominee category allows all state system institutions to participate in the program while maintaining high academic standards for eligible scholarship recipients. Institutional Nominees are not authorized for private/independent colleges and universities in Oklahoma.
ANALYSIS:

The attached allocation of 255 freshmen Institutional Nominees is for 2003-04 is unchanged from the 2002-03 allocation. By institutional tier, the allocation is distributed as follows:

<table>
<thead>
<tr>
<th>Tier</th>
<th>Total IN Slots</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Universities</td>
<td>160</td>
<td>63%</td>
</tr>
<tr>
<td>Regional Universities*</td>
<td>47*</td>
<td>18%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>48</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>255</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Each regional university is also authorized up to 15 slots for a scholarship of comparable value under the Regional University Baccalaureate Scholarship (RUBS) program. The RUBS scholarship requires a minimum 30 ACT; as a consequence several regional universities do not fill all 15 available slots.

At their June 27, 2002 meeting the State Regents acted to reduce the award level by approximately 50% for freshmen Institutional Nominee recipients beginning Fall 2003.

<table>
<thead>
<tr>
<th>Tier</th>
<th>Current Award</th>
<th>Fall 2003 Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Universities</td>
<td>$5,500</td>
<td>$2,800</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>$4,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>$3,500</td>
<td>$1,800</td>
</tr>
</tbody>
</table>

Prior to this action in June and the Regents action in May to increase the annual funding for the program by $400,000, the program was projected to deplete its trust fund by FY2006. As a result of these two actions, the projected life of the trust fund has been extended several years. Nevertheless, the program will continue to operate with an annual funding deficit unless additional funds are provided or further program reductions are made. The following table shows the current program cost projections.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Current Cost Projections</th>
<th>State Appropriations</th>
<th>Annual Funding Deficit</th>
<th>Trust Fund Balance#</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2002*</td>
<td>9,184,770*</td>
<td>7,104,500</td>
<td>(2,080,270)</td>
<td>9,360,087</td>
</tr>
<tr>
<td>FY2003</td>
<td>9,760,000</td>
<td>7,504,500</td>
<td>(2,255,500)</td>
<td>7,515,000</td>
</tr>
<tr>
<td>FY2004</td>
<td>9,690,000</td>
<td>7,504,500</td>
<td>(2,185,500)</td>
<td>5,650,000</td>
</tr>
<tr>
<td>FY2005</td>
<td>8,660,000</td>
<td>7,504,500</td>
<td>(1,115,500)</td>
<td>4,750,000</td>
</tr>
<tr>
<td>FY2006</td>
<td>8,470,000</td>
<td>7,504,500</td>
<td>(965,500)</td>
<td>4,000,000</td>
</tr>
<tr>
<td>FY2007</td>
<td>8,070,000</td>
<td>7,504,500</td>
<td>(565,500)</td>
<td>3,620,000</td>
</tr>
<tr>
<td>FY2008</td>
<td>8,010,000</td>
<td>7,504,500</td>
<td>(505,500)</td>
<td>3,280,000</td>
</tr>
</tbody>
</table>

*Actual figures shown for FY2002; costs shown include $8,664,770 for scholarships plus $520,000 for lawsuit expenses.
#Trust fund balances also assume annual earnings of 5% on amount available for investment.
## Proposed Allocation of Institutional Nominees

<table>
<thead>
<tr>
<th>Institution</th>
<th>2002-03</th>
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**GRAND TOTAL**

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AGENDA ITEM #17:

Grants

SUBJECT: FY 2003 Grant Awards

RECOMMENDATION:

It is recommended that the State Regents approve the FY 2003 Economic Development Grant and Quality Initiative Grant awards as detailed below.

BACKGROUND:

At the meeting on May 24, 2002, the State Regents allocated funding to the Economic Development Grant Program. Remaining FY 03 funds are recommended for allocation on projects outlined below.

POLICY ISSUES:

These recommended grants are consistent with the criteria of the State Regents' Economic Development Grant Policy.

ANALYSIS:

Northeastern State University—Broken Arrow. This grant in the amount of $33,000 provides funding for Northeastern State University—Broken Arrow campus to serve as the fiscal agent and provide partial salary, benefits, and travel reimbursement for an Oklahoma Alliance for Manufacturing Excellence Broker/Agent. The Alliance is a private, not-for-profit corporation building an industrial extension system to serve locally the state’s 3,700 small- to medium-sized manufacturers and connect them to the wide range of providers of industrial improvement services. Each agent works with manufacturers in an assigned geographic area. Southwestern Oklahoma State University, Carl Albert State College, Northern Oklahoma College, and Redlands Community College currently receive funding for this partnership. With the addition of a grant to Northeastern State University for The Alliance broker/agent, these partnerships will provide regional geographic participation opportunities for achieving success in manufacturing to most areas of the state of Oklahoma. 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. ($33,000)

CCBenefits, Inc. In 1995, the Oklahoma State Regents for Higher Education completed an economic impact statement for the state’s system of higher education that included a review of each public institution’s impact on the state’s economy. Seven years later, the presidents of Oklahoma’s two-year colleges believe that it is imperative to take a fresh look at the impact that the two-year colleges have on the economic and social well-being of our state. The Association of Community College Trustees contracted with CCBenefits, Inc. in 1999 to develop an objective economic impact model to specifically
assess the economic benefits generated by community colleges. This model was tested and received extensive peer review before being adopted by ACCT. Through its performance and affiliation with ACCT, CCBenefits, Inc. enjoys an outstanding reputation for objectivity and performance in conducting benefit studies. In an effort to provide persuasive information about the social and economic benefits which public two-year institutions provide and to increase support for public higher education, it is recommended a grant in the amount of $50,000 be awarded to CCBenefits, Inc. conduct an economic impact study of Oklahoma’s two-year colleges. ($50,000)

**Oklahoma State University.** President Halligan has written a letter requesting $300,000 from the State Regents over a two-year period toward building a $1.8 million Structures Research Laboratory. Oklahoma industrial firms have provided $1.3 million toward the construction of the facility, and another $200,000 in private gifts is expected. The structures laboratory will support research and teaching in the Structural Engineering Program in the School of Civil and Environmental Engineering. Constructed infrastructure will be the strategic focus, but the laboratory will also enable interdisciplinary research involving other engineering disciplines and the sciences. The laboratory will also support graduate and undergraduate curricula which include significant laboratory components. The OSU School of Civil and Environmental Engineering has already recruited an exceptional five-member structures research team including members who have distinguished records in wood structures, concrete and steel research, structural research, and experimental structures research. The team is supplemented by three architectural engineering professors.

The Structures Laboratory will have a significant impact on economic development. Fifteen Oklahoma firms have seen the importance of the facility and contributed to its construction. The laboratory will be available to perform testing, technical training, and research for Oklahoma industry. OSU anticipates that the lab will attract to the campus companies with interest in concrete, cement, steel, structural engineering, construction and eventually other engineering disciplines. At the state level and beyond, the lab will impact a large segment of Oklahoma’s economy. The construction segment of the economy and manufacturing of construction materials and equipment accounted for $8.77 billion in annual state product which represented 11 percent of the total state product for 1997. These economic segments provided employment for 227,300 individuals and had a payroll of $6.59 billion. The lab will benefit this major and growing segment by stimulating new techniques and ideas, providing research and testing of structures, and producing highly trained structural engineers. Assuming productivity improvements of only 0.1 percent, the potential economic impact of the structures lab would be $8.7 million annually.

It is recommended that the State Regents award a FY 03 economic development grant of $75,000 and a Quality Initiative Grant of $75,000 to Oklahoma State University for the Structures Research Laboratory. It is further recommended that the State Regents commit to provide $150,000 in FY 04 economic development grant funds contingent upon funding availability. ($150,000)
AGENDA ITEM #18:

OneNet

SUBJECT: Ratification of contract addendum revision with Cimarron Broadband Project, Inc.

RECOMMENDATION:

It is recommended that the State Regents ratify the contract addendum revision with Cimarron Broadband Project, Inc. to address engineering changes related to the initiative.

BACKGROUND:

In an effort to establish a state-of-the-art telecommunications infrastructure to support distance-learning expansion in Ponca City and surrounding areas, a diverse group of public and private partners came together in July 2000 to apply for a grant through the U.S. Department of Education. On April 1, 2001, a congressionally-authorized grant totaling $4,564,000 was received by the Oklahoma State Regents for Higher Education to provide broadband telecommunications connectivity and access from Ponca City to state, national, and international locations. Specifically, the funding targeted the creation of the necessary telecommunications framework to support the delivery of distance learning resources for all levels of education, including continuing education and workforce training as well as economic development.

Subsequent to the grant award, a non-profit corporation, Cimarron Broadband Project, Inc. (Broadband), was created to serve as the lead local agency. Broadband works with the City of Ponca City, through its Economic Development Advisory Board (EDAB), and both groups are involved in Economic Development promotion on behalf of the community. The EDAB, which is a municipal entity, also operates in a joint venture method with other community groups and agencies such as the Ponca City Technology Accelerator, a high tech business incubator, to create new employment opportunities and capital investment for the community and area.

On February 1, 2002, an additional $1,000,000 congressional grant award was made to the project to expand its initial scope and objectives.

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...”

This action is consistent with State Regents leadership on federal initiatives and economic development goals. Further, it fulfills the State Regents’ role in coordinating federal, state, and local resources toward the goal of student success, teacher preparation, and technology immersion.
ANALYSIS:

On March 30, 2001, the State Regents approved an Agreement with Broadband that was subsequently signed by both parties on April 18, 2001. The Agreement set forth specific, mutual responsibilities that included Broadband’s commitment of eight (8) strands of fiber optic cable to OneNet for educational, governmental and public use. Following the signing of the Agreement, Broadband modified its approach to network development and determined that it would be more cost effective to lease the necessary bandwidth for its purposes instead of building out the fiber directly. This modification has resulted in OneNet not being able to secure the agreed-upon fibers.

In an effort to recoup the value of the strands of fiber as well as to capture indirect administrative costs associated with the Congressional awards, a contract addendum was developed. This addendum provided for designated telecommunications equipment as well as cost recovery related to staff time devoted to the project. Further, it the intent was to enable OneNet to expand bandwidth capacity while avoiding circuit costs between the Learning Site in Ponca City and Northern Oklahoma College in Tonkawa.

Subsequent to the Regents approving the original addendum at their May 2002 meeting, recent engineering designs have resulted in modifications that will allow OneNet to expand bandwidth capabilities that far exceed that of the original DS-3 technologies. This revision to the addendum will not result in any additional costs to OneNet. It will, however, result in additional flexibility with regard to Ethernet technologies deployed between the Learning Site in Ponca City and OneNet’s Point-of- Presence (POP) at Northern Oklahoma College in Tonkawa.

(Attachments)
Ponca City Bandwidth Project Addendum

This supplement shall replace the addenda executed by Chairman, Myers and Chancellor, Brisch, dated June 20, 2002 and June 17, 2002.

By agreement of the parties, certain provisions of the Ponca City Bandwidth Project Agreement shall be modified as follows:

A. The following shall be substituted for the provision of the Agreement, Funding, page 2, designated as “C”:

Upon receipt of Funding and compliance with this Agreement by Broadband, Regents will transfer Funding to Broadband for disbursement for Project costs.

1) To recover support costs associated with the Agreement, the Regents shall retain $45,000.00 to cover administrative costs associated with the application and management of the grant awards.

B. The following shall be substituted for the provision of the Agreement, Parties Respective Duties to Each Other, page 3, designated as “C. Broadband shall provide Regents with eight (8) fiber optic strands contained in the Cable to be used by OneNet for educational governmental public purposes”:

1) Upon the engineering and build out of fiber infrastructure between Ponca City and Tonkawa, Broadband shall provide the Regents with 4 single mode fibers from the Conoco facilities in Ponca City to OneNet’s Point of Presence (POP) in Tonkawa at no cost for the term of the grant award. Additionally, Broadband will provide FE transceivers for both locations at no cost for the term of the grant award. Subsequent to the termination of the grant, Broadband and the Regents agree to automatically renew the Agreement annually until the parties otherwise agree to terminate the arrangement.

2) Broadband shall provide a Cisco 7204 router and 2 FE’s, which should be ordered as built-in to the I/O controller to connect the above-mentioned fibers from the Learning Site at the Conoco Facility to OneNet’s Point of Presence (POP) in Tonkawa. OneNet shall install and configure the router. OneNet will provide and install the necessary router line card upgrades to connect the FE circuit at its POP in the Tonkawa location as well as FE Transceivers for both locations.

3) It is further agreed and understood that Broadband intends, to the extent possible, to preserve its rights against third parties, to transfer ownership of fiber capacity and/or equipment to the Regents subsequent to the discontinuance of the grant and/or prior to any cessation of its operations.

CIMARRON BROADBAND PROJECT, INC.
BY: _____________________________________________
Chairman, Board of Directors

Date

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

BY: _____________________________________________
Chancellor

Date
AGENDA ITEM #19:

Grants

SUBJECT: Acceptance of additional grant funds for the Vocal Oklahomans in Civic Engagement (VOICE).

RECOMMENDATIONS:

It is recommended that the State Regents accept additional grant funds in the amount of $7,000 as described below.

BACKGROUND:

In June 2002 Oklahoma Campus Compact, the State Regents accepted $100,000 for Student Civic Engagement Grants awarded by National Campus Compact (housed at Brown University) and funded by The Pew Charitable Trusts. The grant will advance student civic engagement through the work of students at campuses across the state.

A proposal for additional grant funds to support the initiative titled “Raise Your Voice: A Week of Action February 16-22, 2003” and funds for an institutional assessment project were submitted to National Campus Compact. The additional award was approved October 2002.

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, and bequests and other monies and property from foundations, corporations and individuals…”

The additional funds support the activities of the Oklahoma Campus Compact that is linked to the role of public service within the State System of higher education.

ANALYSIS:

It is recommended that the State Regents receive funds in the amount of $7,000 ($5,000 for Raise Your Voice: A Week of Action” and $2,000 for the institutional assessment project) and authorize their disbursement consistent with applicable grant requirements.
AGENDA ITEM #20:

Legislative Agenda

SUBJECT: Legislative Priorities for the 2003 Session

RECOMMENDATION:

It is recommended that the State Regents adopt the attached legislative agenda for the 2003 legislative session.

BACKGROUND:

Each year the State Regents identify priority issues to be addressed by the Oklahoma Legislature.

POLICY ISSUES:

The proposed legislative agenda addresses a number of policy areas—budget priorities, student aid funding and policy, tuition and fee policy, system administrative efficiencies, and implementation of a K-12 student record system.

ANALYSIS:

The proposed legislative agenda is organized into three priority areas:

I. The highest priority is on FY2004 budget needs of the system as well as restoration of FY2003 mid-year budget cuts.

II. The second priority area relates to tuition and student fees. The proposed agenda advocates increasing the statutory limits on tuition increases and expanding the authority of governing boards and the State Regents to establish student fees.

III. The third priority area addresses a variety of statutory issues such as the eligibility of undocumented immigrants for state student aid programs, system administrative efficiencies, and establishment of a K-12 student record system.
Legislative Priorities for 2003 Session

I. Budget Priorities
   • Priority budget needs for FY2004 - $51.3 million ($25 million for mandatory costs; $7.7 million for scholarships and grants; $13.5 million for Brain Gain funding; $5.1 million for new facilities.)
   • Restore FY2003 funding reductions - $48.6 million.

II. Tuition and Student Fees
   • Increase the limit on annual resident tuition increases from 7% to 15%; remove the limit on annual increases in nonresident tuition; continue the devolution of authority for setting tuition and student fees to the governing boards and the State Regents.

III. Other Statutory/Legislative Issues
   a) Address the eligibility of undocumented immigrant students for state financial aid programs.
   b) System efficiencies (recommended by institution business officers)
      • Make direct deposit of payroll mandatory for all employees.
      • Provide an exception to the $1,000 limit on postage stamp purchases for agencies engaged in scientific research or community development.
      • Provide a sales tax exemption on the sale of college event admission tickets; requiring the proceeds that would have been collected for the sales tax to be used by the institution for gender equity purposes.
      • Increase the minimum value of "Public Construction Contracts" from $25,000 to $100,000; and increase the minimum amount on contracts required to be bid from $25,000 to $100,000.
      • Delete the statutory requirement that higher education institutions contract with at least two travel agencies.
   d) K-12 student record system – monitor this legislation; reserve possible endorsement until the specifics of the legislation are acceptable to the State Regents.
AGENDA ITEM #21

Commendations

SUBJECT:  Staff Recognitions

RECOMMENDATION:

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

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

- BILL JOHNSON, Director of Network Operations, has been elected to the Oklahoma Distance Learning Association (ODLA) as an at-large member.

- Dr. DEBBIE BLANKE, Director of Academic Programs, and GINA WEKKE, Senior Coordinator for Academic Affairs, co-authored a section on cooperative education in the Higher Education in the United States: An Encyclopedia.

- MARY JO LINDER, Director of Business Services and Administration, passed the written and oral exams and secured her Certified Public Purchasing Officer certification from the National Institute of Government Purchasing (NIGP). Ms. Linder is also certified as a Certified Procurement Officer for the State of Oklahoma and a Certified Professional Public Buyer for NIGP.

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

Program Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Oklahoma State University
  5 option additions
  1 degree program requirements change
  1 degree program name change
  2 option name changes

University of Central Oklahoma
  2 option additions
  1 option deletion
  1 degree program name change

Northwestern Oklahoma State University
  1 degree program requirements change

Oklahoma State University Technical Branch - Okmulgee
  2 degree program name changes

Redlands Community College
  6 option additions

Tulsa Community College
  1 option addition

Connors State College
  1 option addition
  1 degree program requirements change

POLICY ISSUES:

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

OSU – Bachelor of Science in Agricultural Science and Natural Resources in Forestry (101)

Degree program requirement change and option additions:
- add “forest management,” “natural resources conservation and management,” “forest ecosystem science,” and “urban and community forestry” options;
- the new options will address the increasingly complex demands of the profession and prepare students for the diverse interdisciplinary nature of modern forestry;
- decrease total credit hours from 140 to 130 to maintain consistency in curriculum requirements among other departments;
- no new courses will be added; and
- no new funds required and no funds available for reallocation.

OSU – Doctor of Philosophy in Business Administration (036)

Option addition:
- add “management science and information systems” option;
- this option will prepare students for careers in university teaching and for research and professional positions in business, government, and other organizations;
- no new courses will be added; and
- no new funds required and no funds available for reallocation.

OSU – Master of Science in Applied Behavioral Studies (068)

Degree program and option name changes:
- change program name to Master of Science in Educational Psychology;
- the program name change will create consistency between the master’s and doctoral programs for seamless movement of students into the higher level program with the same name;
- change option names from “school psychometry” to “school psychometrics” and from “educational research” to “educational research and evaluation;”
- “school psychometrics” name will align with the requirements of the National School Psychologist accrediting bodies and the Oklahoma State Department of Education for practice as a school psychologist, and the “educational research and evaluation” name will make the evaluation focus of this option more evident;
- no courses will be added or deleted; and
- no new funds required and no funds available for reallocation.

UCO – Bachelor of Science in Medical Technology (123)

Degree program name change:
- change program name to Bachelor of Science in Clinical Laboratory Science/Medical - Technology;
- revised name aligns with terminology of hospitals associated with the accrediting agency for clinical laboratories;
- no courses will be added or deleted; and
- no new funds required and no funds available for reallocation.

UCO – Bachelor of Arts in Sociology (145)

Option addition:
- add “sociology – human services” option;
• the option addition is in response to student demand and will better prepare students for employment in human service occupations by providing both academic and applied content;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

UCO – Bachelor of Business Administration in Economics (013)
Option addition:
• add “economics – public administration” option;
• curriculum currently exists as an option under the Bachelor of Business Administration in Management – Public Administration;
• option is more appropriate under this program;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

UCO – Bachelor of Business Administration in Management (020)
Option deletion:
• delete “management – public administration” option;
• curriculum currently exists in the economics department;
• six students are enrolled in this option and will be accommodated;
• no courses will be deleted; and
• no funds will be available for reallocation.

NWOSU – Bachelor of Arts in Political Science (030)
Degree program requirement change:
• add one new course, POLSC 4XX3 U.S. Foreign Policy, as a requirement, and list SOCI 4723 Principles of Social Research as a required course while reducing the range of courses to select from for other required areas;
• total number of credit hours remains the same; and
• no new funds required and no funds available for reallocation.

OSUTB-OKM – Associate in Applied Science in Automotive Body Technology (003)
Degree program name change:
• change program name to Associate in Applied Science in Automotive Collision Repair Technology;
• name change more appropriately reflects the content of the curriculum and industry standards;
• no courses will be added or deleted; and
• no new funds required and no funds available for reallocation.

OSUTB-OKM – Associate in Applied Science in Watch and Micro-Instrument Repair Technology (043)
Degree program name change:
• change program name to Associate in Applied Science in Watchmaking and Microtechnology;
• name change more appropriately reflects the content of the curriculum and industry standards;
• no courses will be added or deleted; and
• no new funds required and no funds available for reallocation.
RCC – Associate in Applied Science in Applied Technology (081)
Option addition:
• add “industrial technology power generation” option;
• in addition to completing 18 hours of general education requirements, students pursuing this option will complete certified coursework and job performance measures at the OG&E Energy Corporation in the areas of plant operations, instrumentation and control, plant electricians, and plant mechanics and will be required to pass certification examinations before extramural credit is transcripted;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

RCC – Associate in Applied Science in Business Administration Technology (058)
Option additions:
• add “medical coding and reimbursement,” “medical transcription,” “accounting,” “administrative assistant,” and “management” options;
• curriculum for “medical coding and reimbursement” and “medical transcription” options is being moved from the Associate in Applied Science in Administrative Management and Technology program (037), which is being deleted;
• curricula for the other options will come from existing coursework;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

TCC – Associate in Applied Science in Electronics Technology (031)
Option addition:
• add “wireless” option;
• option will prepare students for employment as a wireless communications technician, engineering technician, field service technician, research and development technician, or production technician, and will prepare students for the Certified Engineering Technician examination;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.

CSC – Associate in Science in Business Administration (005)
Option addition and degree program requirement change:
• add “business and industry” option;
• option will provide specialized preparation in industrial aspects of business administration;
• new degree program requirements will add a computer literacy course as a degree requirement under general education and will establish a 12-hour business core requirement including financial accounting, managerial accounting, macroeconomics, and microeconomics;
• no new courses will be added; and
• no new funds required and no funds available for reallocation.
AGENDA ITEM #22-a (2):

Programs.

SUBJECT: Approval of requests for final approval of and review schedule extensions for programs.

RECOMMENDATION:

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

BACKGROUND:

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

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

POLICY ISSUES:

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

ANALYSIS:

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

**Recommendation: Final Approval**

University of Oklahoma Health Sciences Center (OUHSC)

- Master of Health Administration in Health Administration (067)

This program was approved at the August 16, 1994 State Regents’ meeting. It was evaluated at the June 30, 1999 State Regents’ meeting and granted an extension of the review schedule until fall 2002. Currently, the program has not met the high productivity criteria established in 1994. OUHSC officials had the program reviewed by the Council on Education for Public Health (CEPH), an accrediting body for public health programs. CEPH granted a seven-year accreditation status, the longest term available, and also indicated that the number of majors in the program satisfy CEPH requirements and are appropriate target numbers for a quality program based on the existing number of faculty.
Application for accreditation by the Accrediting Commission on Education for Health Services Administration (ACEHSA) has been made and a site visit was conducted at the OU College of Public Health in February 2002. OUHSC officials are confident that accreditation will be granted. In light of the review of the program by two accrediting agencies and evidence of strong enrollment (29 majors) and graduation rates (14 graduates), which are well above State Regents’ minimum requirements for a master’s degree program (6 majors and 3 graduates), final approval is recommended.

Southwestern Oklahoma State University (SWOSU)

- Associate in Science in Computer Science (140)

This program met all productivity criteria and three of four additional requirements. The program did not meet the requirement that 30 percent of graduates be employed in the computer science field within one year of graduation. On this criterion, 20 percent were employed within one year, but 82 percent of graduates were pursuing a baccalaureate, rather than the 50 percent required, which may account for the lower employment percentage. Final approval is recommended.

Western Oklahoma State College (WOSC)

- Associate in Applied Science in Emergency Medical Technology (EMT) (057)

This program did not meet the productivity criteria, and WOSC acknowledges that it may not be able to achieve its initial goals on an established timeline. The curriculum for the program meets standards for the National Registry Emergency Medical Services (EMS) Certification, which is the primary goal of students in the program. Few area EMT service employers compensate for education beyond the technical credit hours required for successful completion of the National Registry exam. Therefore, WOSC has had few students complete the general education courses required for the degree program. WOSC faculty and advisory committee members continue to review the program to identify ways to encourage students to complete the degree program after achieving EMS certification.

The program has strong enrollment (48 fall 2001; 59 fall 2000) and operates in a cooperative agreement with Great Plains Technology Center (GPTC) to provide the technical instruction. Jackson County Emergency Medical Services provides the training equipment at no charge. The program does not present a financial drain on the institution due to the collaboration with the career technology center and the local EMS service provider. The program is cost effective and had net revenue in 2001-02 of $1,346 (tuition generated: $19,516; instruction, materials, and supplies cost: $18,170). The program is unique and critical for the WOSC service area. The Altus Air Force Base Fire Department, Flight Safety, and Safety Mission personnel, as well as five county EMT service providers in southwest Oklahoma, depend on this training for entry-level EMT personnel. Given the cost effectiveness of the program, the collaboration with local entities, and the local demand, final approval is recommended with an understanding that this program may continue to register as a low productivity program given its circumstances.

- Associate in Applied Science in Fire Technology (058)

This program did not meet the productivity criteria, and WOSC acknowledges that it may not be able to achieve its initial goals on an established timeline. The program prepares firefighters and is the only fire technology program in WOSC’s five-county service area. The program provides training for local and county firefighters, as well as Flight Safety and Safety Mission personnel at Altus Air Force Base and other Department of Defense subcontractors.
The program is offered through a cooperative agreement with GPTC and uses GPTC’s facilities. WOSC provides the general education courses. To date, there are few incentives to encourage students to take the general education courses required to complete the degree; however, the Lawton Fire Department now provides benefits to its firefighters through collective bargaining agreement incentives and opportunities for advancement with degree completion. The Fire Academy at GPTC is in its third year of operation and students completing this program are expected to continue in the degree program at WOSC. Additionally, the advisory committee recommended strategies to market the collaborative program to increase productivity. The program is not a financial drain on the institution. Tuition generated over the past three years has been $3,016, but the costs to WOSC have been zero, as the technical courses are taught at GPTC. As the only program in the area, it is a critical program for WOSC and its service area; therefore, final approval is recommended with an understanding that this program may continue to register as a low productivity program given its circumstances.

Recommendation: Review Schedule Extension

Southwestern Oklahoma State University (SWOSU)

- Associate in Science in Criminal Justice (138)
- Associate in Applied Science in Criminal Justice (139)

These programs did not meet productivity criteria. SWOSU officials indicate the lack of financial incentive by the Oklahoma Department of Correction and other correctional agencies to encourage students to pursue these programs. Also, the floating/rotating work schedules of private correction facilities have not been conducive to students’ class schedules, but recruitment efforts will continue for both of these programs. Extensions of the review schedules with the specified stipulations are recommended. Continuation of the programs beyond fall 2004 will depend upon the programs meeting the following criteria:

Stipulations:
- Majors enrolled: 25 and 20 in fall 2003, respectively
- Graduates: 5 in 2003-04

- Associate in Applied Science in Computer Information Systems (141)

This program did not meet productivity criteria. SWOSU officials indicate a recruiter for the program will be used to increase enrollment and external funding will be sought to further support the program. An extension of the review schedule with the specified stipulations is recommended. Continuation of the program beyond fall 2004 will depend upon the program meeting the following criteria:

Stipulations:
- Majors enrolled: 25 in fall 2003
- Graduates: 8 in 2003-04

Rose State College (Rose)

- Certificate in Realtime Translator (108)

This program did not meet productivity criteria. Rose officials indicate the program has been restructured and the enrollment in the first class has tripled. The program is expected to grow based on these numbers. An extension of the review schedule with the specified stipulations is recommended. Continuation of the program beyond fall 2005 will depend upon the program meeting the following criteria:
Seminole State College (SSC)

- Associate in Arts in Child Development (228)

The program met the enrollment criterion, but did not meet the graduation criterion. The program had strong enrollment (52 students) for fall 2001, but only four graduates (eight required). SSC officials indicate a high number of part-time and academically unprepared students in the program have delayed the estimated timeline to graduation. The strong enrollment will produce more graduates if given additional time. An extension of the review schedule with the specified stipulations is recommended. Continuation of the programs beyond fall 2004 will depend upon the program meeting the following criteria:

Stipulations:
- Majors enrolled: 26 in fall 2003
- Graduates: 8 in 2003-04

Attachment
# Productivity Criteria

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Date Approved</th>
<th>Criteria</th>
<th>Achieved</th>
<th>Criteria</th>
<th>Achieved</th>
<th>FTE</th>
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<th>Achieved</th>
<th>Other</th>
<th>Achieved</th>
<th>Program Reviews</th>
<th>Recommendation</th>
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<tr>
<td>OUSHIC – MHA in Health Administration (067)</td>
<td>8-16-94</td>
<td>20</td>
<td>11</td>
<td>45</td>
<td>38</td>
<td>N/A</td>
<td>N/A</td>
<td>1) Program will achieve ACEHSA accreditation.</td>
<td>1) No</td>
<td>1999</td>
<td>2002</td>
<td>Review Schedule Extended</td>
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<td>Extension granted 6-30-99</td>
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<td>20</td>
<td>14</td>
<td>45</td>
<td>29</td>
<td>N/A</td>
<td>N/A</td>
<td>1) Program will achieve ACEHSA accreditation</td>
<td>1) Pending ACEHSA report</td>
<td>2002</td>
<td>2007</td>
<td>Final Approval</td>
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<tr>
<td>SWOSU – AS Computer Science (140)</td>
<td>6-27-97</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>15</td>
<td>N/A</td>
<td>N/A</td>
<td>1) 48 % graduation after second year; 2) 66% graduation after third year; 3) employ 30% of graduates in the field within one year of graduation; 4) 50% of graduates pursuing baccalaureate degree.</td>
<td>1) Met; 2) Met; 3) 20% employed; 4) 82% pursuing baccalaureate degree.</td>
<td>2002</td>
<td>2007</td>
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<td>WOSC – AAS EMT (057)</td>
<td>12-12-97</td>
<td>12</td>
<td>0</td>
<td>40</td>
<td>48</td>
<td>N/A</td>
<td>N/A</td>
<td>1) 85% of graduates who take National Registry exam will pass</td>
<td>1) Not met for graduates, however students in the program are passing the examination.</td>
<td>2002</td>
<td>2007</td>
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<td>WOSC – AAS Fire Technology (058)</td>
<td>4-16-99</td>
<td>6</td>
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<td>7</td>
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<td>2004</td>
<td>Review Schedule Extension</td>
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<td>Program Name</td>
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<td>Graduates</td>
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<td>6-27-97</td>
<td>5 01-02</td>
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<td>None met.</td>
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<td>1) 43% graduation after second year; 2)</td>
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<td>65% graduation after third year; 3)</td>
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<td>30% of graduates employed in the field</td>
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<td>2</td>
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<td>6-30-00</td>
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<td>26</td>
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AGENDA ITEM #22-a (3):

Program Suspension.

SUBJECT: Ratification of approved institutional request to suspend a degree program.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional request to suspend an existing academic program, as detailed below.

BACKGROUND:

Redlands Community College (RCC) requests authorization to suspend the Associate in Applied Science in Laboratory Animal Science Technology (075).

POLICY ISSUES:

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

ANALYSIS:

Redlands Community College

RCC requests suspension of the Associate in Applied Science in Laboratory Animal Science Technology. This program is to be restructured into an online program and will be offered through the Darlington Agriculture Education and Applied Research Center when operational. There are no students currently in 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 RCC will reinstate or delete the suspended program by December 1, 2005.

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

Electronic Delivery of Existing Program.

SUBJECT: Approval of institutional request for “best practices” review schedule extension.

RECOMMENDATION:

It is recommended that the State Regents approve the institutional request to extend the “best practices” review schedule for an existing degree program, as detailed below.

BACKGROUND:

At the State Regents’ December 1, 2000 meeting, Oklahoma State University – Oklahoma City (OSU-OKC) was authorized to offer the Associate in Applied Science in Crime Victim/Survivor Services (077) via electronic media with the stipulation that continuation of the electronic offering beyond spring 2003 would depend upon the successful completion of a “best practices” review prior to December 15, 2002.

The “best practices” review will provide quantitative and qualitative analysis of the program through a rigorous review of exemplary programs from other institutions. OSU-OKC requests authorization to extend the best practice review schedule for this program to December 15, 2004.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs.”

ANALYSIS:

Although State Regents’ approval was granted, the program was not fully implemented according to the original time schedule. Through a cooperative arrangement with Northern Oklahoma College, one course was offered via interactive television in 2000. However, additional distance learning course offerings are still in development. OSU-OKC’s Department of Social Services is preparing CVSS 1113, Victimology for Internet delivery in fall 2003.

If there is sufficient student interest in the online victimology course, OSU-OKC will provide the remaining coursework for the degree program via electronic media. OSU-OKC requests an extension of the review schedule to allow adequate time to fully implement the program and determine if electronic delivery is a viable alternative.
AGENDA ITEM #22-c (1):

Agency Operations.

SUBJECT: Ratification of Purchases

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

Agency Operations.

*Not Available Electronically*
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 5, 2002

AGENDA ITEM #22-d (1):

Agreements/Contracts

SUBJECT: Acceptance of grant from the Oklahoma Department of Libraries (ODL) to be used by OneNet for the purchase of Books in Print with Reviews licensing.

RECOMMENDATION:

It is recommended that the State Regents accept a grant from the Oklahoma Department of Libraries in the amount of $171,753 and ratify an agreement with the ODL for the continued licensing of Books in Print with Reviews.

BACKGROUND:

At the January 24, 1997 meeting, the State Regents accepted a grant from the ODL in the amount of $325,000 to license OCLC FirstSearch for a one-year period. Since that time, library database license agreements have been implemented each year using funds from the ODL. The success of these efforts to secure state licenses for electronic databases has been widely recognized. OneNet infrastructure has allowed libraries from across the state to share electronic resources that were previously inaccessible or simply too costly for many individual libraries to acquire.

POLICY ISSUES:

The action recommended is consistent with State Regents purchasing policies and with the actions previously taken related to database agreements. With respect to the continuation of the ODL contract, this is a routine contract extension as contemplated by the State Regents’ "Rules of Operations – Delegation of Authority to Chancellor."

ANALYSIS:

The ODL proposes to provide a grant to the State Regents’ OneNet operation for the purpose of renewing the statewide license for the Books in Print with Reviews database. Through OneNet, access would be provided to all libraries in the state, state agencies and all educational entities. EBSCO will provide access to this collection of resources, with the cost for the license agreement for FY 2003 being $171,753. The contract renewal is attached.

This collaborative project with the ODL allows the State Regents’ OneNet operation to provide a valuable service to academic libraries, schools, public and special libraries, and citizens across the state. The arrangement will provide benefits for all parties involved, including expanded services and reduced costs.

Attachment
CONTRACT

THIS CONTRACT made and entered into on this 29th day of April 2002, by and between the Oklahoma Department of Libraries, hereinafter referred to as the Department, and the State Regents for Higher Education, hereinafter referred to as the Grantee.

WHEREAS, the Department numbers among its responsibilities, leadership in making the benefits of information technology available to the citizens of Oklahoma through a system of libraries, and

WHEREAS, the Grantee, as the coordinating board of control for Oklahoma's public higher education, has duties pertaining to the role and mission of higher education institutions in making information technology available to students and others through academic libraries, and

WHEREAS, the Grantee also operates OneNet, Oklahoma’s governmental and telecommunications network. The parties recognize the OneNet is a unique resource for the distribution of information technology to numerous constituencies throughout the State of Oklahoma, and

WHEREAS, the Department has made available to the Grantee its unique resources for evaluation information database products in terms of their suitability and cost-effectiveness,

NOW THEREFORE, the contracting parties agree as stated below:

Project Funds:

The Department agrees to grant the Grantee Seven Hundred Six Thousand, Nine Hundred Fifty Eight Dollars ($706,958.00) to pay for the renewal of certain statewide site licenses, to be allocated as follows: Five Hundred Eighteen Thousand, Seven Hundred and Forty Dollars ($518,740.00) to EBSCO for a period from July 1, 2002 through June 30, 2003 and One Hundred Eighty Eight Thousand, Two Hundred and Eighteen Dollars ($188,218.00) to OCLC for the FirstSearch base package for the period from July 1, 2002 through June 30, 2003.

The Grantee agrees to use the Department grant funds to contract with the above-named providers for electronic databases as described above.

The Grantee agrees to provide OneNet resources, as necessary, to make the above-described site licenses available to OneNet customers and to members of the Oklahoma Library Technology Network.

Project Reports and Records:

A. The Grantee will keep separate accounting records of grant funds and retain such records for a period of five (5) years. Keep copies of transactions for a period of one (1) year or deposit same with the Department upon request for use by State or Federal officials for planning, evaluation or research. Such records relating to this contract shall be accessible and available for examination by persons authorized by the Department, designated auditors, and the Institute of Museum and Library Services.
Project Miscellaneous:

A. The Grantee shall comply with the applicable provisions of the Oklahoma Long-Range Program, and Annual Program for the Library Services and Technology Act, as amended, and related rules and regulations.

B. The Grantee shall not discriminate against any person because of race, color, religion, ancestry, sex, age, national origin, or physical handicap.

C. In the event that either party fails to comply with any of these provisions, the second party shall provide written notification of noncompliance. Upon receipt of such notification the party shall have fifteen (15) days to come into compliance or may in writing request a meeting for negotiating an amendment to the agreement. Failure to comply or for the parties to come to agreement will serve to cancel this agreement. Should noncompliance be confirmed, the Department will terminate this contract, require repayment of unexpended funds, and may take possession of items purchased under this contract with federal funds for reassignment to other programs and projects under the State Plan for the LSTA.

D. The Grantee shall provide three (3) months formal notice of intent to terminate participation. In the event service is terminated, the Grantee shall deliver to the Department copies of all reports due, equipment, and materials acquired or prepared as a result of the grant.

E. Any equipment or resources no longer used for the purpose for which they were originally purchased under the grant, are subject to reclaiming by the Department for reassignment to other programs and projects under the State Plan for the LSTA.

Project Timetable:

A. The obligations created by this contract shall run from the date of execution, but in no event later than July 1, 2002, until June 30, 2003.

B. If this contract has not been signed by both parties within sixty days of the beginning date, it shall become null and void.

C. This contract may be amended and/or extended at any time by mutual agreement of both parties, in writing.
Authority:

Each signatory to this contract declares that he/she has legal authority for obligating the entity he/she represents for the benefits and/or liabilities resulting under said contract and accepts liability for any misrepresentation of such authority.

STATE REGENTS for
HIGHER EDUCATION

Authorized Representative

05-03-02
Date

OKLAHOMA DEPARTMENT of LIBRARIES

Susan C. McVey, Director

5/15/2002
Date

FOR USE BY THE OKLAHOMA DEPARTMENT of LIBRARIES

Assurances:

1. Consistent with and provided for under the FY2002 LSTA Annual Program, Project No. 024114.
   
   LSTA Coordinator: 
   
   Date 4/30/02

2. Federal Fund 40002 and State Fund 192, ob sub 2421300 & 2421301, is encumbered for this contract.
   
   Business Manager: 
   
   Date 4/30/02

3. Lead Officer aware of this obligation.
   
   Lead Officer: 
   
   Date 5/15/2002
AGENDA ITEM # 22-d (2):

GEAR UP

SUBJECT: Approval of renewal of contract for services relating to the student awareness component of GEAR UP

RECOMMENDATION:

It is recommended that the State Regents approve the renewal of a one-year contract with Jordan Associates in an amount not to exceed $494,000 for year 4 implementation of the student awareness component of GEAR UP.

BACKGROUND:

The project design for Oklahoma’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) includes a statewide student awareness component designed to help increase the high school to college-going rate of students currently in grades five through twelve. The target audiences of the campaign are students in grades five through twelve, their parents, and fifth through twelfth grade teachers and counselors.

The specific objectives of the campaign are to:

• increase students’ educational aspirations
• increase parents’ expectations of their child’s educational attainment
• inform target audiences about academic preparation required for college
• correct misperceptions about the cost of attending an Oklahoma state college or university
• inform target audiences about state and federal financial aid opportunities
• foster and improve parental involvement in preparing their children for college
• help teachers and counselors academically prepare their students for college

On February 18, 2000, the State Regents approved a one-year contract with Jordan Associates for the initial implementation of the student awareness component of GEAR UP. The terms of the contract included five one-year renewal options. On February 9, 2001, the State Regents voted to renew the contract for year 2 implementation. During year 2, GEAR UP launched a paid media campaign including, network television, cable television and radio. The six-week network television campaign resulted in:

• 957 network television spots aired statewide (160 spots/weekly).
  • 90 percent of all Oklahomans were reached with the message.
  • Each person viewed the message an average of 8.5 times.
  • Oklahomans were exposed to the message 9,578,000 times.

The six-week cable campaign resulted in:

• 5,340 total commercials aired (890 spots weekly).
• 42 percent of target audience reached by schedule in metropolitan areas.
• Metropolitan area viewers saw the message an average of five times over the six-week period.
• An average of 46 percent of all Oklahoman households were exposed to the message.

The six-week radio campaign resulted in:
• 2,232 total commercials aired (372 spots weekly).
• 74 percent of target audience reached by schedule in metropolitan areas.
• Average of 40 percent of persons reached in non-metro counties.
• Each Oklahoman heard the message an average of 8.2 times.
• Oklahomans were exposed to the message 7,052,400 times.

The paid media campaign also resulted in more than 700 requests for more information specifically in the areas of financial aid, academic preparedness, college entrance requirements and preparing for college.

On December 7, 2001, the State Regents voted to renew the contract for year 3 implementation. During year 3, GEAR UP ran a paid media campaign including, network television, cable television, radio and outdoor. The 2002 paid media campaign has proven extremely successful in reaching the Oklahoma public.

The commercial ran on network television for eight weeks from February 25, 2002 through April 21, 2002. It ran statewide on ABC, CBS, UPN, NBC, Fox and WB. The network television 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.
• Cost per thousand impressions was $13.23.
• Oklahoma television stations ran 52 bonus spots for Oklahoma State Regents during March and April of 2002. The estimated value of the bonus spots is $11,780. The value added contributed an additional 5 percent to the State Regents television-advertising schedule.

The commercial ran on cable television from February 25, 2002 through April 7, 2002. Airing on ESPN, Nickelodeon, USA and TNN, the commercial ran in the rural markets of Guymon, Idabel, Miami, Poteau and Sallisaw -- markets not covered by network television. The cable television campaign resulted in:
• 720 Commercials aired (120 spots weekly).
• 17,850 subscriber households were reached.
• Non-metro cable markets ran 62 bonus spots during March and April of 2002. The spots gave GEAR UP 8.6 percent additional exposure. The bonus spots are valued at $318. Those dollars represent a 7.7 percent increase in schedule value.

The radio commercial hit the airwaves on April 16, 2002 for a six-week, statewide run that lasted until May 26, 2002. The commercial played on adult contemporary, contemporary hit radio, alternative rock, country, album-oriented rock, urban and Hispanic stations. The results are:
• 2,304 total commercials aired (384 spots weekly).
• 70 percent of target audience reached by schedule in metropolitan areas.
• The message was heard an average of 9.4 times.
• 114 bonus (no charge) spots ran during April and May. The spots are valued at $2,903.
GEAR UP posted outdoor boards on March 1, 2002 with 90 billboards posted in 30 markets statewide. Outdoor advertising resulted in:

- 750 gross ratings points per market.
- 80 percent of the target audience saw the boards during March.
- The target audience saw the boards an average of 8.9 times.
- The GEAR UP outdoor campaign received almost 91 percent of their paid media dollars in bonus posting time for a total value added of $30,843.

During year 4, contracted services with Jordan Associates will include assistance in developing the following components:

1. Maintenance of the Student Center Web site that includes information targeted to middle and high school students as well as information on the role parents play in the preparation of their child for college. In addition, the site contains current information on benefits of obtaining a college degree, the high school courses required for college entry, admission standards, college costs, financial aid, etc.

2. A statewide advertising plan utilizing television, radio, print and outdoor mediums designed to increase the educational aspiration of students currently in grades five through twelve as well as parents’ expectations of their fifth through twelfth grade child’s educational attainment. The paid campaign will contain messages on financial aid, early planning for college and academic preparedness.

3. A lively GEAR UP video that emphasizes college as an attainable goal and highlights the importance of preparing for college early. The video’s primary focus will show how education relates to career opportunities. The video also will aid younger students in learning the “vocabulary” of college-related issues early, specifically in financial aid. In addition, the video will emphasize the importance of good study habits and explain the differences in comprehensive universities, regional universities and two-year colleges.

POLICY ISSUES:

The renewal of this contact for services with Jordan Associates for year 4 implementation of the statewide student awareness component of GEAR UP is consistent with the project design and management plan presented in the GEAR UP grant application (April 1999). The renewal of this contract is consistent with the State Regents’ Purchasing Policy.

ANALYSIS:

Based on the successful services provided by Jordan Associates during years 1, 2 and 3 implementation of the GEAR UP statewide awareness component, it is recommended that the State Regents approve the renewal of a one-year contract with Jordan Associates in an amount not to exceed $494,000 for year 4 implementation of the student awareness component of GEAR UP.
AGENDA ITEM #22-e (1):

Oklahoma Campus Compact

SUBJECT: Ratification of grants to institutions participating in the Vocal Oklahomans in Civic Engagement (VOICE) project.

RECOMMENDATIONS:

It is recommended that the State Regents ratify the twelve Student Civic Engagement sub-grants totaling $2,100.

BACKGROUND:

In June 2002 Oklahoma Campus Compact received one of seven Student Civic Engagement grants awarded by National Campus Compact and funded by The Pew Charitable Trusts. Over the next two years, Oklahoma’s Campus Compact, along with student leaders from across the state, will be involved in a national Raise Your Voice campaign to increase student involvement in public life. The Oklahoma initiative is called Vocal Oklahomans in Civic Engagement (VOICE).

As a way to hold campus-wide dialogues, a request for proposal was sent to students at 23 institutions across the state in September 2002. These 23 student representatives make up the Collegiate VOICE Committee and are working to promote and organize civic engagement on their campuses. Institutions that conducted dialogues and submitted a detailed report and budget will be reimbursed $175 to offset the cost of hosting the dialogue.

POLICY ISSUES:

Grant disbursements are consistent with the terms of the Student Civic Engagement Grant from the National Campus Compact.

ANALYSIS:

Twelve institutions submitted proposals, completed campus-wide dialogues, and are eligible for sub-grants for campus dialogues. The twelve institutions are listed below:
### Student Civic Engagement Sub-grant Awardees

<table>
<thead>
<tr>
<th>INSTITUTIONS</th>
<th>AMOUNT</th>
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<tr>
<td>Oklahoma State University (OSU)</td>
<td>$175.00</td>
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<tr>
<td>University of Oklahoma</td>
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<tr>
<td>University of Central Oklahoma</td>
<td>$175.00</td>
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<tr>
<td>Cameron University</td>
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<tr>
<td>OSUTB-Okmulgee</td>
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<tr>
<td>Oklahoma City Community College</td>
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<td>St. Gregory’s University</td>
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<tr>
<td>Northwestern Oklahoma State University</td>
<td>$175.00</td>
</tr>
<tr>
<td>Langston University</td>
<td>$175.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$2,100</strong></td>
</tr>
</tbody>
</table>
Pursuant to the authority granted under the Constitution of Oklahoma by Articles XIII-A adopted March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education and pursuant to 70 O.S. 1991, Sections 3210, 3903,4401 and 4408,

The Oklahoma State Regents for Higher Education hereby **ALLOCATE** the sums set out below for the respective special programs of the Oklahoma State Regents for the fiscal year beginning July 1, 2002, and ending June 30, 2003, said funds to be subsequently allotted for encumbrance and expenditure during said fiscal year, as provided by law.

### Oklahoma State Regents for Higher Education

**Oklahoma Campus Compact**

<table>
<thead>
<tr>
<th>From:</th>
<th>Oklahoma State Regent for Higher Education</th>
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<tbody>
<tr>
<td>210-03-605-000000</td>
<td>$2,100.00</td>
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<tr>
<td><strong>To:</strong></td>
<td>Oklahoma Campus Compact</td>
</tr>
<tr>
<td>290-Institutions as Listed</td>
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</tbody>
</table>

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<tr>
<td>University of Central Oklahoma</td>
<td>$175.00</td>
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<tr>
<td>Cameron University</td>
<td>$175.00</td>
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<tr>
<td>OSU Technical Branch, Okmulgee</td>
<td>$175.00</td>
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<tr>
<td>Southwestern OK State University</td>
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<tr>
<td>OSU Oklahoma City</td>
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<td>Langston University</td>
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<tr>
<td>Private Institution:</td>
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</tr>
<tr>
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<td>$175.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$2,100.00</td>
</tr>
</tbody>
</table>

Adopted by the State Regents in the meeting of December 5, 2002.

**SEAL:**

**ATTEST:**

Jimmy Harrel, Secretary  
Carl Renfro, Chairman

I, Hans Brisch, do hereby certify that the above is a correct statement of the action authorized by the Oklahoma State Regents for Higher Education as set forth in the minutes of the regular meeting on December 5, 2002.

Hans Brisch, Chancellor

Duly subscribed and sworn to before me this 5th day of December, 2002.

_________________________________________  
Notary Public

My commission expires ____________________________.
AGENDA ITEM #21-e (2):

Oklahoma Mathematics Preparation Initiative

SUBJECT: Coalition for the Advancement of Science and Mathematics Education in Oklahoma (CASMEO)

RECOMMENDATION:

It is recommended that the State Regents approve a $5,000 grant to CASMEO as indicated below.

BACKGROUND:

The Coalition for the Advancement of Science and Mathematics Education in Oklahoma (CASMEO) is a statewide science and mathematics coalition including representatives from state educational agencies, institutions of higher education, common education, and business that has been involved in statewide projects to enhance K-12 science and mathematics education. CASMEO received a Linking Leaders grant from NASA in 1999 as part of a National Alliance of State Science and Mathematics Coalition (NASMMC) initiative.

The Linking Leaders initiative promotes connections between the NASA national strategic plans for education and state level systemic change. In each participating state, NASSMC supports a three-year process designed to align NASA’s programs and resources with the systemic efforts of business, education, and policy leaders to improve mathematics, science, and technology education.

The Oklahoma State Regents have been supportive of the CASMEO efforts in statewide mathematics and science education reform efforts since its inception in 1991. Regents’ staff is actively involved with CASMEO’s direction and efforts within the overall context of state reform.

POLICY ISSUES:

One of the Mathematics Preparation Initiative’s goals is to support and foster collaborations that support mathematics excellence in the state of Oklahoma. The CASMEO partnership combines mathematics and science innovation in an integrative fashion; the matching grant provided here is additionally consistent with State Regents’ with the Brain Gain 2010 goals.

ANALYSIS:

In order to meet the conditions of the Linking Leaders grant, CASMEO has conducted several conferences for state leaders in mathematics and science. The first was held in February 2001 and was co-sponsored by NASA, NASSMC and the Southwest Educational Development Laboratory (SEDL). A multi-state Linking Leaders meeting was held in Cheyenne, Wyoming in October 2001. Representatives
from the State Regents, other state agencies, higher education institutions, K-12 education, and business/industry attended from Oklahoma.

In January 2002 CASMEO held an Oklahoma Mathematics and Science Education Summit which was attended by over 100 participants representing the Oklahoma Legislature, state agencies, business and industry, NASA, common education and higher education. This summit was possible through matching grants from the Oklahoma State Regents, the NASSMC/NASA, and SEDL.

Due to the success of the 2002 Summit, CASMEO is planning a 2003 Mathematics and Science Education Summit focusing on partnerships to build capacity in the state to meet the new federal requirements for partnerships in President Bush’s No Child Left Behind Act. CASMEO’s efforts directly support Brain Gain 2010 goals, State Regents’ student preparation efforts, and K-16 activities as well. In addition to staff participation, it is recommended that the State Regents provide $5,000 in matching funds to CASMEO through the Mathematics Initiative funds.
AGENDA ITEM #22-f (1):

Academic Scholars Program

SUBJECT: Posting of Amendments to the Permanent Rules

RECOMMENDATION:

It is recommended that the State Regents post permanent rule amendments for the Academic Scholars Program and initiate the process for the adoption of permanent rule revisions.

BACKGROUND:

The proposed changes to the Academic Scholars Program permanent rules largely restate the emergency rule amendments adopted by the State Regents at their June 27, 2002 meeting. Additional proposed changes are explained in the “Analysis” section below.

During the 2002 session, the Legislature approved requested amendments to the Academic Scholars Program statutes in HB 1440 to authorize the following changes:

- The State Regents are now authorized to set the scholarship awards at an amount “not to exceed” the average cost of tuition, fees, room and board, and books. Previously the statute mandated the award be “equivalent” to these costs.
- The State Regents are now authorized to “establish separate scholarship award levels for each qualifying category.” Previously, the statute required all categories to receive the same scholarship award amount.
- The State Regents are no longer required to approve each Institutional Nominee at the board level. This category can now be processed in the same manner as other qualifying applicants.

In addition to approving the emergency rule amendments at the June 27 meeting, the State Regents acted to reduce the award level by 50% for new Institutional Nominee recipients entering the program in Fall 2003.

POLICY ISSUES:

The statutes and policy authorizing the Academic Scholars Program state the objectives of the program to:

(4) retain top-ranked students from Oklahoma in Oklahoma colleges and enable these institutions to compete aggressively for top Oklahoma scholars;
(5) attract high caliber out-of-state students to attend Oklahoma colleges and universities; and
(6) enhance the academic quality in Oklahoma colleges and universities.
ANALYSIS:

I. Items previously adopted as emergency rule amendments at the June 27, 2002 State Regents meeting:

- Increasing the minimum academic criteria for Institutional Nominees beginning fall 2003.
- Deleting the requirement that the State Regents approve each Institutional Nominee.
- Modifying the description of the scholarship award amount to mirror the statutory amendment.
- Modifying the limit on additional aid a student may receive to be consistent with federal financial aid terminology.
- Inserting new language that in the event of insufficient funding, priority among first-time scholarship recipients would be given to those qualifying automatically over those qualifying as Institutional Nominees. Statutes require that students already in the program receive priority over first-time recipients.

II. Additional changes not included in the emergency rules approved June 27:

- Deletion of duplicative language related to the eight-semester limit on awards.
- Insertion of new language clarifying the intent for any additional semesters awarded above the regular eight-semester limit. Amendatory language authorizes the Chancellor rather than the State Regents to approve any additional semesters (for consistency with the Chancellor’s current authority to approve exceptions for other aspects of the program).
- Amendatory language clarifying that award payments will be sent to the institution in which the student is enrolled.
- Also, upon recommendation from State Regents’ legal counsel, proposed language has been added in 610:25-1-3(d) stating that: “Recipients of the award must be United States citizens, a non-citizen national of the United States, or a qualified alien.” It is counsel’s opinion that, based on current federal and state law, persons not covered by one of the three specified categories are not eligible for state financial aid programs.

State Regents Policy will be updated to reflect the rule amendments following official completion of administrative procedures process.
Administrative Procedures Rules

610:25-1-3. General principles for operation of program
(a) Recipients of award must attend a regionally or State Regents' accredited public, independent or proprietary higher education institution in Oklahoma.
(b) The program is designed to adhere to the State Regents' Policy on Social Justice by encouraging all potential applicants to the Oklahoma State Regents' Academic Scholars Program to enter national scholarship competition.
(c) Concurrently enrolled high school students are not eligible for this program.
(d) Recipients of the award must be United States citizens, a non-citizen national of the United States, or a qualified alien.
(e) Only SAT and ACT test scores from tests administered on national test dates prior to college entry, excluding concurrently enrolled students and students enrolled for the summer term following high school graduation, will be considered for admission to the program. Qualifying test scores obtained on a national test date after college enrollment are invalid for applying to the program. Partial scores from more than one examination will not be considered.
(f) A student must enter the program the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents’ Opportunity Admission Category. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.
(6) Disability Provision. Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Academic Scholars Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements provided by either ACT or The College Board provided that he or she meets the qualifications specified by ACT and SAT respectively to be examined. Performance percentile requirements for participation in the Academic Scholars Program remain the same as for other students. Students taking such tests and receiving Academic Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining full-time enrollment for students falling in this category.

610:25-1-4. Eligibility Requirements and Term of Scholarship Award.
(a) There are five avenues by which to qualify for the Academic Scholars Program. Each is defined below:
(1) An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose American College Testing Program ACT test score or whose Scholastic Aptitude Test score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,
(2) A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,
(3) A National Merit Scholar, which shall mean a student designated as a National Merit Scholar by the National Merit Scholarship Corporation,
(4) A National Merit Finalist, which shall mean a student designated as a National Merit Finalist by the National Merit Scholarship Corporation.
(5) An Institutional Nominee, which shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose American College Testing Program ACT test score or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on...
documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles as determined by the State Regents. The State Regents shall approve each nomination to ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when appropriate documentation is verified by the State Regents.

(A) Effective with the fall 2002 semester, Institutional Nominees are required to meet at least two of the three minimum criteria outlined below to be considered eligible for application as an Institutional Nominee. The Chancellor may approve exceptions to the minimum criteria for applicants who lack class ranking and/or GPA criteria:

(i) Comprehensive universities:
   (I) ACT: 30 or SAT equivalent
   (II) GPA: 3.9
   (III) Class rank: Top 5%

(ii) Regional universities:
   (I) ACT: 28 or SAT equivalent
   (II) GPA: 3.8
   (III) Class rank: Top 10%

(iii) Two-year colleges:
   (I) ACT: 27 or SAT equivalent
   (II) GPA: 3.7
   (III) Class Rank: Top 10%

(B) Unless further changes in minimum criteria are approved, Effective with the Fall 2003 semester, Institutional Nominees after Fall 2002 are required to meet at least one of the two minimum criteria outlined below to be considered eligible for application as an Institutional Nominee:

(i) Comprehensive universities:
   (I) ACT: 30 or SAT equivalent
   (II) GPA 3.9 and Top 5% Class Rank

(ii) Regional universities:
   (I) ACT: 28 or SAT equivalent
   (II) GPA 3.8 and Top 10% Class Rank

(iii) Two-year colleges:
   (I) ACT: 27 or SAT equivalent
   (II) GPA 3.7 and Top 10% Class Rank

(C) Students are eligible for consideration as an Institutional Nominee no later than the fall semester immediately following the graduation of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

(D) Institutional Nominees may be Oklahoma residents or nonresidents.

(E) Institutional Nominees are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the State Regents.

(F) Students receiving the scholarship as an Institutional Nominee of a two-year college are eligible for transfer to a four-year public or private Oklahoma institution after completion of an associate’s degree or at least 48 credit hours within their first two academic years at any combination of two-year colleges in the State System. In addition, the Institutional Nominee of a two-year college must attend the nominating institution for the first year.
(G) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

(H) Students who fail to enroll the first semester upon nomination forfeit their scholarship eligibility unless they are nominated subsequently a second time.

(I) Institutions may not replace students who forfeit their scholarship or are removed from the program due to failure to meet continuing eligibility requirements with another nominee.

(b) Students receiving the scholarship as a qualifier in accordance with the provisions of paragraphs one through four of 610:25-1-4 paragraph (a) are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the Chancellor State Regents. Additional semesters are intended only for extraordinary circumstances or for undergraduate academic programs that cannot be completed within eight semesters.

610:25-1-7. Fiscal aspects of program

(a) Award limits. Academic Scholarship awards to qualified nonresident students attending Oklahoma institutions shall not exceed 25 percent of the greater of the number of awards of the preceding year or the amount of the previous year's funding for certified awards for the program.

(b) Additional aid. Students receiving this scholarship may also receive additional state-supported financial aid, but not in excess of legitimate educational costs the student’s cost of attendance as determined by the institution consistent with regulations for federal financial aid. Likewise, a student may enhance the Academic Scholars award by accepting grants and scholarships from private sources.

(c) Funding priorities. The Oklahoma State Regents will, as soon as fiscally feasible, set aside in the Oklahoma State Regents' Academic Trust funds for the full scholarship commitment. Funding priority will be given first to prior years’ recipients, and secondly, to any students applying for the scholarship for the first-time. For first-time students, priority will be given to Individual Applicant Qualified Students, Presidential Scholars, National Merit Scholars, and National Merit Finalists, and secondly, to Institutional Nominees.

(d) Amount of Scholarship. The program shall provide participants a scholarship in the amount equivalent to not to exceed the average costs of tuition and other fees, room and board, and required textbooks or materials for undergraduate and graduate study for students attending regionally accredited public institutions of higher education in Oklahoma.

   (1) The institution shall provide the student a tuition waiver that, when combined with the scholarship award, will meet the average costs described in paragraph (d) above.

   (2) Students who do not meet the continuing eligibility requirements for the scholarship may be eligible for the tuition waiver if they meet the standard tuition waiver criteria determined by the institution.

   (3) Transfer students are eligible for the same level of tuition waiver as all other Academic Scholars.

   (4) Institutions may elect to award nonresident students a resident and/or nonresident tuition waiver.

(c) Payment of funds. Funds made available to students as part of the Oklahoma State Regents Academic Scholars Program shall be paid directly to the institution in which the student is enrolled of student's choice, in trust for the student, and on the student's behalf and shall contain appropriate restrictions and conditions that such monies are expended only for the purposes authorized by the State Statute authorizing this program.
(f) **Private institutions.** For students attending private Oklahoma institutions, the award amount will be the same as the student attending a similar type of public institution as defined by the State Regents.
AGENDA ITEM #22-f (2):

Oklahoma Higher Learning Access Program (OHLAP)

SUBJECT: Posting of Permanent Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents post the proposed permanent rule amendments for the Oklahoma Higher Learning Access Program and initiate the process for the adoption of permanent rule revisions.

BACKGROUND:

The proposed permanent rule changes largely restate emergency rule amendments that were adopted at the State Regents meeting on June 27, 2002. The rule changes are due primarily to the passage of HB 2738 in the 2002 legislative session. HB 2738 expands eligibility for the Oklahoma Higher Learning Access Program (OHLAP) to students graduating from high schools not accredited by the State Board of Education.

POLICY ISSUES:

The purpose of OHLAP, as stated in statute and policy, is to provide access to postsecondary education for students with financial need who have demonstrated a commitment to academic success in high school.

ANALYSIS:

I. Amendments included in the Emergency Rule Amendments approved on June 27, 2002:

- Per HB 2738, students attending non-accredited schools are eligible to participate in OHLAP. In addition to the regular OHLAP requirements, these students must also score at least a 22 on the ACT test. Home-schooled students continue to be ineligible.
- Tax years coinciding with the spring semester of a student’s tenth-grade year may be used to meet the family income requirements.
- The June 30 deadline for submission of applications may be modified if June 30 is not a business day.
- The June 15 deadline for school contact persons to submit certification forms for senior OHLAP students is deleted. School contact persons are directed to submit the forms as soon as possible.

- Incarcerated persons shall not eligible to receive OHLAP benefits [610:25-23-5(b)].
- Also, upon recommendation from State Regents’ legal counsel, proposed language has been added in 610:25-23-2(2) and 610:25-23-5(a)(2) stating that OHLAP participants must be “a United States citizen, a non-citizen national of the United States, or a qualified alien.” It is counsel’s opinion that, based on current federal and state law, persons not covered by one of the three specified categories are not eligible to participate in state financial aid programs.

State Regents Policy will be updated to reflect the rule amendments following official completion of administrative procedures process.
610:25-23-1. Purpose
The Oklahoma Higher Learning Access Program (OHLAP), created by the Oklahoma Higher Learning Access Act passed in 1992 (70 O.S. § 2601 et seq.), is designed to help provide access to postsecondary education opportunities for students with financial need who have demonstrated a commitment to academic success in high school. The Act identifies two primary purposes:

(1) The first is to ensure that students who satisfy the requirements of the program, and who pursue an associate or baccalaureate degree in Oklahoma at an accredited public or private institution, or pursue studies in a postsecondary program or course offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System for Higher Education, are relieved of the burden of paying:

(A) undergraduate resident tuition at institutions of The Oklahoma State System for Higher Education;
(B) tuition for enrollment in postsecondary programs or courses of a public technology center, not to exceed the amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education; or
(C) some portion of fees or tuition at a private institution of higher education in Oklahoma accredited pursuant to 70 O.S. § 4103.

(2) The further purpose of the OHLAP is to establish and maintain a variety of support services whereby a broader range of the general student population of this state will be prepared for success in postsecondary endeavors. [70 O.S. § 2602]

610:25-23-2. Eligibility of participants
Eligibility to participate in the program must be established by both the student and his/her parent(s), custodial parent(s), or guardian(s). Beginning with the 2000-2001 school year, students who are enrolled in the eighth, ninth or tenth grade and whose parents’ income meets the financial need criteria are eligible to apply to become an OHLAP participant {Note: students who begin participating in the program as tenth-graders are eligible for benefits only under more restrictive conditions. See 610:25-23-7(h)}. Eligibility requirements to participate in the program include the following:

(1) The student must be a resident of the state of Oklahoma; and
(2) The student must be enrolled in an Oklahoma school that is accredited by the State Board of Education. The student must be a United States citizen, a non-citizen national of the United States, or a qualified alien; and
(3) The student’s parent(s), custodial parent(s), or guardian(s) must establish financial need.

(A) To meet the OHLAP financial need criteria, the income of the student’s parent(s) from taxable and nontaxable sources shall not exceed $50,000 per year. [70 O.S. § 2603]

(B) Parents of students making application to the OHLAP must use their most recent calendar (tax) year income to establish financial need eligibility. Parents of tenth-grade applicants may use the calendar (tax) year income that coincides with the spring semester of the tenth-grade if the parents’ income is expected to be significantly less than the previous year.

(C) A student who satisfies the financial need criteria during the eighth, ninth- or tenth-grade when he or she begins participating in the Oklahoma Higher Learning Access Program shall not later be denied participation in the Oklahoma Higher Learning Access Program on grounds that the student does not meet the financial need criteria. [70 O.S. § 2603]

610:25-23-3. Applications
(a) Students and their parent(s), custodial parent(s), or guardian(s) must complete fully an application form provided by the Oklahoma State Regents for Higher Education (OSRHE).
(b) The application shall include either:
(1) an agreement form upon which the school site contact person (see rule 610:25-23-8 for polices related to the contact person) shall certify that the student meets the financial need criteria and which verifies that the student and his/her parent(s), custodial parent(s), or guardian(s) agree to the program’s requirements. The agreement form shall be retained in the student’s permanent record and a copy forwarded to the Oklahoma State Regents for Higher Education. A copy of the agreement form must be received by the Oklahoma State Regents for Higher Education for the student to be considered enrolled in the program; or

(2) an agreement form submitted directly to the OSRHE which shall be processed and verified by the OSRHE.

c) Students participating in the Oklahoma Higher Learning Access Program shall provide their social security number, or their student identification number used by their local school, to the Oklahoma State Regents for Higher Education. The Regents shall keep the numbers confidential and use them only for administrative purposes.

d) Any falsified or incomplete information on the application forms may result in the student’s disqualification from the OHLAP.

(e) Applications will be accepted throughout the school year.

(f) Contact persons should forward copies of agreement forms to the OSRHE monthly, but not later than June 30 of each school year.

(g) Persons applying directly to the OSRHE should submit agreement forms to the OSRHE no later than June 30. If June 30 is not a business day, agreement forms shall be submitted no later than the first business day thereafter.

610:25-23-4. Program requirements

(a) Students shall agree to abide by the following provisions:

1. Attend school regularly and to do homework regularly;
2. Refrain from substance abuse;
3. Refrain from commission of crimes or delinquent acts;
4. Have school work and school records reviewed by mentors designated pursuant to the program;
5. Provide information requested by the Oklahoma State Regents for Higher Education or the State Board of Education; and
6. Participate in program activities. [70 O.S. § 2605]

(b) The student’s parent(s), custodial parent(s), or guardian(s) shall witness the student’s agreement and further agree to:

1. Assist the student in achieving compliance with the agreements;
2. Confer, when requested to do so, with the school contact person, other school personnel, and program mentors;
3. Provide information requested by the Oklahoma State Regents for Higher Education or the State Board of Education; and
4. Assist the student in completing forms and reports required for program participation, making application to institutions and schools of higher learning, and filing applications for student grants and scholarships. [70 O.S. § 2605]

(c) OHLAP students graduating high school in the 2000-2001 academic year and thereafter must complete the following 17-unit core curriculum with a minimum 2.5 GPA on a 4.0 grading scale, by the time they graduate from high school (replaces OSRHE policy II-6-9.1):

1. Four units, or years, of English (grammar, composition, literature);
2. Two units, or years, of lab science (biology, chemistry, physics, or any lab science certified by the school district; general science with or without a lab may not be used to meet this requirement);
3. Three units, or years, of mathematics (Algebra I, Algebra II, geometry, trigonometry, math analysis, calculus);
4. Two units, or years, of history (including one unit of American history);
(5) One unit, or year, of citizenship skills from the subjects of economics, geography, government, non-western culture;
(6) Two units, or years, of a foreign or non-English language (both units, or years, of the same language), or Two units, or years, of computer technology (courses in programming, hardware, and business computer applications such as word processing, databases, spreadsheets and graphics will qualify; keyboarding and typing classes do not qualify);
(7) Two additional units, or years, of subjects listed above;
(8) One unit, or year, of fine arts (music, art, or drama) or speech.

(d) Advanced students who complete core courses in earlier grades will not be required to take additional courses for purposes of the requirements of this program.
(e) As a pilot study, beginning fall 1992, selected applied courses may be substituted for the high school courses specified in this section. Strict parameters regulate the substitution of applied courses (see OSRHE Policy II-2-46.7).

(f) Exceptions to the required OHLAP core curriculum will be considered according to the following:
   (1) Students attending schools which do not offer all the OHLAP core curriculum courses will be allowed to satisfy the requirements subject to the following provisions:
       (A) OHLAP core curriculum requirements which are also required for regular college admission (OSRHE Policy II-2-35 et seq.) will be subject to the State Regents' Policy on Remediation of High School Curricular Deficiencies (OSRHE Policy II-2-121 et seq.).
       (B) Any other OHLAP core curriculum requirements must be satisfied during the first twenty-four (24) hours of college coursework. Any exceptions to the twenty-four (24) hour limitation must be requested in writing and shall be subject to approval by the Chancellor.
   (2) Students who have documented proficiency in a non-English language equivalent to at least two (2) units of high school study may be exempted from the requirement of two (2) units of a foreign or non-English language.
   (3) Any other requests for exceptions to the OHLAP core curriculum requirement must be submitted in writing to the Chancellor. Upon approval of the exception, the student may be eligible for OHLAP benefits; provided, such approval may require the satisfaction of any OHLAP core curriculum requirements omitted in high school.

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

(h) Students graduating from a high school not accredited by the State Board of Education must achieve a composite score of 22 or higher on the ACT test.

610:25-23-5. Securing OHLAP benefits
(a) To qualify for the OHLAP benefits for the first semester or other academic unit of postsecondary enrollment, the participant must:
   (1) Be a resident of this state.
   (2) Be a United States citizen, a non-citizen national of the United States, or a qualified alien.
   (3) Have graduated within the previous three years from a high school accredited by the State Board of Education, or the Oklahoma School of Science and Mathematics. For the purposes of qualifying for OHLAP benefits, home-educated students shall not be considered to have graduated from a high school.
   (4) Have a record of satisfactory compliance with the agreements and program requirements described in 610:25-23-4. Students failing to comply with the agreement and program requirements shall not be eligible for awards. Compliance shall be verified by the local contact person upon a form provided by the OSRHE. Final verification of compliance shall be determined by the OSRHE. A copy of the student's final high school transcript shall be submitted by the local contact person with the student's verification form.
   (45) Have satisfied admission standards as established by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution (OSRHE Policy II-
or, if attending a private institution, satisfy the admission standards determined by the private institution; provided, that no student participating in OHLAP shall be admitted into an institution of higher education by special admission standards.

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

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

610:25-23-6. Retaining eligibility in postsecondary education
To retain eligibility for OHLAP benefits while pursuing a program of higher learning in an institution of The Oklahoma State System of Higher Education, the student shall maintain good academic standing and satisfactory academic progress according to standards of the Oklahoma State Regents for Higher Education. Students attending an eligible private institution shall maintain good academic standing and satisfactory academic progress according to the standards of the institution in which they are enrolled.

610:25-23-7. Payment of awards; policies and limitations
(a) OHLAP students enrolled at an institution in The Oklahoma State System of Higher Education shall have an award equivalent to their undergraduate resident tuition paid to the institution on the student’s behalf by an allocation from the Oklahoma Higher Learning Trust Fund [70 O.S. § 3953.1];
(b) OHLAP students enrolled in a duly accredited private Oklahoma institution of higher education [70 O.S. § 4103] shall have awards paid to the institution on the student’s behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund in an amount equivalent to the undergraduate resident tuition if the student were enrolled in a comparable institution of The Oklahoma State System of Higher Education. Comparability of institutions shall be determined by the OSRHE;
(c) OHLAP students enrolled in a postsecondary program offered through a cooperative agreement between a public technology center and an institution of The Oklahoma State System of Higher Education shall have an award equivalent to tuition paid, not exceeding the amount the student would have received for comparable enrollment at a two-year institution within The Oklahoma State System of Higher Education, to the school or institution on the student’s behalf by an allocation from the Oklahoma Higher Learning Access Trust Fund;
(d) Funds shall be transferred by the Oklahoma State Regents for Higher Education from the Oklahoma Higher Learning Access Trust Fund to the institution in which the student is enrolled. No funds shall be paid directly to the student;
(e) Payment will not be allowed for courses taken in excess of those required for a baccalaureate degree;
(f) OHLAP students will be eligible for the benefits outlined in this policy for five (5) years from the first date of postsecondary enrollment;
(g) There will be no limit to the number of awards other than the amount of funds available or the number of eligible students. If sufficient funds are not available to provide awards for all eligible applicants, the Oklahoma State Regents for Higher Education shall make awards on the basis of need;
(h) Students who begin participating in the OHLAP during their tenth-grade year shall be eligible for benefits from the Oklahoma Higher Learning Access Trust Fund under the condition that the trust fund balance exceeds the amount necessary to satisfy awards due on behalf of students who began participation during the eighth or ninth-grade year;
(i) Students who have previously received awards shall have priority over students applying for initial awards;
(j) OHLAP award recipients shall apply for financial aid at the institution in which they enroll;
(k) The Oklahoma State Regents for Higher Education shall take into consideration other grants and scholarships received by an eligible applicant when making awards [70 O.S. § 2604]. OHLAP award
recipients may not receive financial aid in excess of his/her cost of attendance as determined by the institution in which the student is enrolled. The cost of attendance determined by the institution shall be consistent with regulations for federal Title IV student financial aid programs. If necessary, an OHLAP award shall be reduced by an amount which makes the student’s total financial aid equivalent to the student’s identified cost of attendance.

610:25-23-8. Administrative responsibilities

The Oklahoma Higher Learning Access Act established administrative roles and responsibilities for the Oklahoma State Regents for Higher Education and the State Board of Education.

1. On a form provided by the Oklahoma State Regents for Higher Education, every public school district shall designate at least one OHLAP contact person, who shall be a counselor or teacher, at each Oklahoma public school site in which eighth, ninth- or tenth-grade classes are taught. When requested by the State Regents, the State Board of Education shall assist the State Regents to ensure the designation of contact persons. [70 O.S. § 2605]

   (A) The contact person at the local school district shall be responsible for processing student applications for the OHLAP according to the rules and regulations established by the OSRHE.
   (B) The contact person shall maintain the agreements, which shall be executed on forms provided by the OSRHE.
   (C) The local contact person shall:
      (i) monitor the student’s compliance with the terms of the agreement;
      (ii) document transfer out of state, death, and other conditions; and
      (iii) report on circumstances of noncompliance to the OSRHE.
   (D) Compliance with the program requirements for attending school regularly, refraining from substance abuse, and refraining from criminal or delinquent acts shall be determined according to the local school district’s policy.
   (E) The local district contact person shall report OHLAP participants who transfer into or out of the district to the OSRHE and identify the local education agency (LEA) and site from which or to which the student transferred.
   (F) Beginning in April of the student’s year of graduation, the local contact shall gather from the OHLAP participants and his/her records, information which substantiates that the program requirements have been met and the higher education institution in which the student has enrolled or plans to enroll.
   (G) The agreement certification form should be completed, signed, dated, and forwarded to the OSRHE as soon after the student’s graduation as possible, by no later than June 15 of each year.

2. The local school district where an Oklahoma Higher Learning Access Program student is attending when the student begins participation in the program and any subsequent school district where the student attends shall forward information regarding the student’s participation in the program to a school to which the student transfers upon the school’s request for the student’s records. [70 O.S. § 2605]

3. The Oklahoma State Regents for Higher Education shall:
   (A) designate personnel to coordinate tracking of program records for the years when students participating in the program are still in the public schools, provide staff development for contact persons in the public schools, and provide liaison with the State Board of Education and local organizations and individuals participating in the program [70 O.S. § 2605];
   (B) coordinate and develop policies and procedures to implement the Oklahoma Higher Learning Access Act;
   (C) coordinate the publication and distribution of OHLAP awareness information and materials;
      (i) Each school year, every fifth- through ninth-grade student in the public schools of Oklahoma shall be apprised, together with his/her parents, custodial parent, or guardian, of
the student’s opportunity for access to higher learning under the Oklahoma Higher Learning Access Program [70 O.S. § 2605];
(ii) The Oklahoma State Regents for Higher Education and the State Board of Education shall develop, promote, and coordinate a public awareness program to be utilized in making students and parents aware of the OHLAP [70 O.S. § 2605];
(D) coordinate the provision of technical assistance to local school districts and individual participants;
(E) administer the Oklahoma Higher Learning Access Trust Fund;
(F) process applications submitted directly to the OSRHE;
(G) determine final eligibility for the OHLAP award.
AGENDA ITEM #22-f (3):

Oklahoma Tuition Aid Grant Program (OTAG)

SUBJECT: Posting of Permanent Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents post permanent rule amendments for the Oklahoma Tuition Aid Grant program and initiate the process for adoption of permanent rule revisions.

BACKGROUND:

The Oklahoma Tuition Aid Grant (OTAG) program was created in 1971. OTAG provides grant assistance to resident students with the greatest financial need. Undergraduate and graduate students, both full-time and part-time, are eligible for the grant.

POLICY ISSUES:

The policies addressed in this agenda item include student eligibility requirements for the grant, the processes used to determine student eligibility, and administrative procedures to be followed by participating institutions.

ANALYSIS:

Most of the amendments to the OTAG rules do not change how the program currently operates. These amendments simply incorporate into the program rules language from the current OTAG “procedures manual” which are appropriate for the official program rules. The amendments describe:

- the criteria for determining part-time vs. full-time enrollment;
- the maximum number of awards allowed for each student;
- the process for determining a student’s financial need;
- requirements for institutions participating in the program.

Also, upon recommendation from State Regents’ legal counsel, proposed language has been added in 610:25-7-6(1)(H) stating that: “Recipients of the grant must be United States citizens, a non-citizen national of the United States, or a qualified alien.” It is counsel’s opinion that, based on current federal and state law, persons not covered by one of the three specified categories are not eligible for state financial aid programs.

State Regents Policy will be updated to reflect the rule amendments following official completion of administrative procedures process.
CHAPTER 25. STUDENT FINANCIAL AID AND SCHOLARSHIPS
SUBCHAPTER 7. OKLAHOMA TUITION AID GRANT PROGRAM

610:25-7-1. Program purpose
(a) The purpose of the Oklahoma Tuition Aid Grant Program is to provide need-based grant assistance to eligible Oklahoma resident students and to serve the state's most needy students in a fair and equitable fashion using funds made available pursuant to the Oklahoma Higher Education Tuition Aid Act and in conjunction with the Leveraging Educational Assistance Partnership Program administered by the U.S. Department of Education.
(b) The Oklahoma Tuition Aid Grant Program was established to assist Oklahoma college students with demonstrated financial need to meet the cost of education at postsecondary institutions in Oklahoma through reimbursement of a portion of their costs of attendance. Congress amended the Higher Education Act of 1965 to provide incentive grants to states for the implementation or expansion of state grant programs. Accordingly, the purpose of the Leveraging Educational Assistance Partnership Program (LEAP) is to provide matching funds to encourage operation of state grant programs to improve student access and choice in higher education. States pay all administrative costs and match federal allotment dollars from non-federal resources. Funds not used by one state may be reallocated to others in proportion to their higher education enrollments.

610:25-7-2. Legislative authority
(b) State. The 1971 Oklahoma Legislature enacted Senate Bill No. 191 authorizing the establishment of a Tuition Aid Grant Program to be administered by the Oklahoma State Regents for Higher Education. Senate Bill No. 400 of the 1982 Legislature amended O.S. 1981, Title 70, Sections 626.1 through 626.10 related to tuition aid grants. Senate Bill No. 770 of the 1990 Legislature amended O.S. 1981, Title 70, Section 626.2 related to tuition aid grants and Section 626.7 related to student eligibility qualifications and amount of grant. House Bill No. 1075 of the 1995 Legislature amended O.S. 1991, Title 70, Section 626.6 related to student eligibility qualifications. Senate Bill No. 196 of the 1999 Legislature amended O.S. 1991, Title 70, Sections 626.4 and 626.7 related to student eligibility requirements and the awarding of grants.

610:25-7-3. Administration of grants and payments
There are hereby created state tuition aid grants which shall be maintained by the state, awarded and administered pursuant to the Oklahoma Higher Education Tuition Aid Act [70 O.S., § 626.1 et seq.], and used by the holders thereof for study in nonprofit, accredited institutions of higher education in Oklahoma. [70 O.S., § 626.2]

610:25-7-4. Maximum limitations
State tuition aid grants shall be awarded to all eligible applicants without any limitation on the number to be awarded in any year other than the amount of appropriations available therefore. The institution involved may appropriately schedule work to permit recipients to earn the amount of said tuition grants. [70 O.S., § 626.4]

610:25-7-5. Non-discrimination provision
State tuition aid grants shall be awarded without regard to race, religion, creed, or sex. [70 O.S., § 626.5]

610:25-7-6. Eligibility; amount of grant; application procedures and deadlines; disbursement of funds
(a) A college tuition aid grant shall be awarded annually to each eligible, qualified full-time or part-time undergraduate or graduate student enrolled in a curriculum leading to a degree or certificate in an institution of collegiate grade or postsecondary institution providing a program of training to prepare students for employment in a recognized occupation in Oklahoma approved or accredited by the
(1) Eligibility.
(A) Each full-time or part-time resident student will be eligible to receive a grant in an amount as provided in the eligibility section. Each full-time or part-time resident student's financial eligibility will be based on their Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. A resident student is one who meets the current Policy on Residence Status of Enrolled Students in the Oklahoma State System of Higher Education. Full-time and part-time status will be defined in accordance with the current definition for full-time or half-time enrollment status for federal Title IV student financial aid eligibility.
(B) The Oklahoma State Regents for Higher Education shall determine by rules and regulations the maximum number of semesters a student may be eligible for grants. A student can receive a maximum of ten full-time undergraduate disbursements and a maximum of eight full-time graduate disbursements. Two part-time disbursements is equivalent to one full-time disbursement.
(C) Tuition aid grants are not approved for summer enrollments.
(D) No student shall be eligible for grants unless he maintains such minimum standards of academic performance as are required by the institution in which the student is enrolled.
(E) Students who are incarcerated are not eligible to receive tuition aid grants. Incarceration will be defined in accordance with the current definition for federal Pell grant eligibility.
(F) Students must be enrolled in a postsecondary institution eligible to participate in the federal Title IV student financial aid programs.
(G) Students must meet all general eligibility requirements for recipients of federal Title IV student financial aid. The school of attendance will report each student's completed application status through a reporting system provided by the Oklahoma State Regents for Higher Education.
(H) Recipients of the grant must be United States citizens, a non-citizen national of the United States, or a qualified alien.
(I) In the event a student for any reason ceases to continue to be enrolled during the course of an academic year, the student shall cease to be eligible for tuition aid.

(2) Amount of grant.
(A) The amount of tuition aid grant to any student under this act for any semester shall represent a percentage not greater than seventy-five percent (75%) of the previous year's tuition and enrollment fees normally charged to residents of the State of Oklahoma by the institution of attendance. The tuition and enrollment fees used in calculating the award will be based on standards as follows: full-time undergraduate - 30 credit hours per academic year; part-time undergraduate and graduate - 12 credit hours per academic year; full-time graduate - 18 credit hours per academic year; full-time career technology - 900 clock hours; and part-time career technology - 450 clock hours. With regard to eligible educational programs that are less than nine months or 900 clock hours, the award can be pro-rated based on the student's attendance below nine months or 900 clock hours.
(B) The percentage of aid awarded shall be based on a need analysis system that is consistent with federal student financial aid regulations. The percentage of aid awarded shall be based on the student's Expected Family Contribution (EFC) calculated for federal Title IV student financial aid eligibility. The Oklahoma State Regents for Higher Education will issue an annual award payment schedule identifying the maximum eligible EFC and identifying the percentage of aid to be awarded according to EFC ranges. The maximum
EFC will be based on a calculation using the Oklahoma low median family income and median household size published annually by the U.S. Department of Housing and Urban Development.

(C) The Oklahoma State Regents for Higher Education shall determine by rules the annual maximum award based on an annual assessment of funds availability. The State Regents shall not increase the annual maximum award amount unless funding is sufficient to serve at least the same number of students as the previous academic year. [70 O.S., § 626.7]

D) The minimum amount of grant to be awarded is $200 per academic year or $100 per semester.

E) The award must be included in the student's financial aid package managed by the institution. If the inclusion of the tuition aid grant award results in the student receiving more financial assistance than is needed to meet their cost of education as determined by the institution, the institution will resolve the overaward in accordance with federal Title IV student financial aid regulations. The institution may reduce or revoke the award if necessary to resolve the overaward.

(3) Application procedures and deadlines
The Oklahoma State Regents for Higher Education may adopt rules and regulations, prescribe and provide appropriate forms for application and employ such persons, contract for such services and make such additional expenditures as may be necessary or appropriate for effectuating the provisions of this act. [70 O.S., § 626.7]

(A) Students will apply for tuition aid grant award consideration by completing the federal student financial aid application. The Oklahoma State Regents for Higher Education will receive application data from the federal Title IV student financial aid application system for those students who indicate their legal state of residence is Oklahoma. Applications with at least one eligible Oklahoma institution selected by the student will be processed for tuition aid grant award consideration.

(B) The application receipt deadline will be reflected in the application document provided annually by the federal Title IV student financial aid application system.

(4) Disbursement of funds
(A) Funds will be disbursed to students after the institution confirms enrollment status and eligibility in each the fall and spring semesters. One half of the award will be disbursed in the fall semester, and one half of the award will be disbursed in the spring semester.

(B) Funds for eligible students will be delivered to the institution for disbursement to students in accordance with the institution's student financial aid disbursement policies.

(b) The Oklahoma State Regents for Higher Education are hereby authorized to determine priorities for participation in this tuition aid program by full-time, part-time, undergraduate and graduate students based on available state funding. [70 O.S., § 626.8]

610:25-7-7 Grant program not to influence institution's policies
This act [70 O.S., § 626.1 et seq.] shall not be construed as granting any authority to control or influence the policies of any educational institution because it accepts students receiving tuition aid grants, nor to require any such institution to admit or once admitted to continue in such institution any tuition aid recipient. [70 O.S., § 626.9]

610:25-7-8. Funding
It is the intent of the Oklahoma Legislature that the provisions of this act [70 O.S., § 626.1 et seq.] become effective only after funding for this purpose has been provided through special appropriations, or funding is otherwise provided by gifts or grants for this purpose or both. [70 O.S., § 626.10]

610:25-7-9. Authorized institutional representative
Each institution's president or chief administrator may designate one or more bonded staff members as authorized officials to make certifications as to the eligibility of tuition aid grant applicants, to verify
enrollments and attendance, to receive and disburse funds, and to perform such other duties as may be necessary for the proper administration of tuition aid grant funds. A signed Authorized institutional Representative form must be on file in the offices of the Oklahoma State Regents for Higher Education for each authorized official.

610:25-7-10. Refunds and institutional liability
An authorized institutional representative will report to the Oklahoma State Regents for Higher Education any awards that the institution is aware are based on inaccurate application data. If funds have been disbursed to a student, and the student reported incorrect data unknown to the institution at the time of eligibility certification, the student is responsible for the return of any funds for which he/she is not eligible to receive. All refunds will be coordinated by the institution for return to the Oklahoma State Regents for Higher Education. The institution will place holds as allowed on other financial aid disbursements, future enrollments, release of transcripts, etc. in an effort to collect refunds if necessary. In the event tuition aid grant funds are disbursed to a student as a result of erroneous action by the institution, the institution is financially liable for the return of the ineligible funds. An institution's failure to submit refunds for which the institution is liable within a reasonable period of time could result in suspension or termination of the institution's eligibility for participation in the tuition aid grant program. Thirty days is considered to be a reasonable period of time. The institution may appeal a finding of institutional liability.
AGENDA ITEM #22-f (4):

Tulsa Reconciliation Education and Scholarship Program

SUBJECT: Posting of Permanent Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents post the proposed permanent rule amendments for the Tulsa Reconciliation Education and Scholarship Program and initiate the process for the adoption of the permanent rule revisions.

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. HB 2238 also created a state income tax refund “check-off” for donations to the TRESP beginning with the 2003 tax year.

POLICY ISSUES:

The TRESP calls for scholarships to be awarded to students who reside within the Tulsa School District, an area that was greatly impacted by the civil unrest of 1921. The scholarship award amount is not to exceed the equivalent of average tuition at state system institutions.

ANALYSIS:

I. Proposed rule revisions related to the statutory amendments in HB 2238:

- The geographic residential boundary for persons eligible to participate in the TRESP was changed from the Tulsa city limits to the Tulsa School District boundaries.
- Terminology for “vocational-technical” was changed to “career technology”.
- A new TRESP scholarship category limited to two students from each Tulsa high school was created.

II. Proposed rule revisions not related to HB 2238:

- Upon recommendation from State Regents’ legal counsel, proposed language has been added in 610:25-29-3(b)(2) stating that: “Recipients of the scholarship must be a United States citizens, a non-citizen national of the United States, or a qualified alien.” It is counsel’s opinion that, based
on current federal and state law, persons not covered by one of the three specified categories are not eligible for state financial aid programs.

To date, no funds from private donations have been received. For FY2003, $50,000 from state appropriations was allocated to the TRESP Trust Fund that may be used to fund the High School Scholarship awards.

*State Regents Policy will be updated to reflect the rule amendments following official completion of administrative procedures process.*
610:25-29-1. Purpose
(a) The Tulsa Reconciliation Education and Scholarship Program was established by HB 1178, the "1921 Tulsa Race Riot Reconciliation Act of 2001", which was signed into law on June 1st 2001. The Act was amended by HB 2238 of the 2002 legislative session.
(b) The purpose of the program is to make available not less than a maximum of 300 scholarships to residents of the City of Tulsa School District, which was greatly impacted both socially and economically by the civil unrest that occurred in the city during 1921. The program is to begin with the 2002-03 school year or as soon thereafter as practicable, subject to the availability of funds.
(c) The further purpose of the program is to establish and maintain a variety of educational support services whereby residents who qualify for the program will be prepared for success in postsecondary endeavors. [70 O.S. §2621]

610:25-29-2. Definitions
The following words or terms, when used in this Subchapter, shall have the following meaning, unless the concept clearly indicates otherwise:
"Postsecondary vocational-technical career technology education program" means a postsecondary vocational-technical program or course that is eligible for Title IV federal student aid and is offered pursuant to a duly approved cooperative agreement between a technical center school and an institution of the Oklahoma State System of Higher Education. [70 O.S. §2622]
"Private Institution", means a private institution of higher learning located within this state which is accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes. [70 O.S. §2622]
"Resident", means a person of any age who has resided within the corporate city limits of Tulsa School District, Oklahoma, for not less than two (2) years prior to applying for participation in the Tulsa Reconciliation Education and Scholarship Program. [70 O.S. §2622]

610:25-29-3. Eligibility requirements
(a) General eligibility requirements. To be eligible to participate in the Program, individuals must be residents of the City of Tulsa School District who are intending to pursue studies at an institution of higher education in the Oklahoma State System of Higher Education, a private institution or in a postsecondary vocational-technical career technology education program.
(b) Additional eligibility requirements.
(1) Recipients of the scholarship must be a United States citizen, a non-citizen national of the United States or a qualified alien.
(2) Individuals must have secured admission to, and be enrolled in, an institution which is a member of the Oklahoma State System of Higher Education, a private institution, or a post-secondary vocational-technical career technology education program, and must have secured such admission by regular admission standards. Participants may not be admitted by special admission standards.
(3) To retain eligibility, individuals must maintain good academic standing at the institution in which the student is enrolled.
(c) High school scholarship eligibility requirements. The State Regents may also annually award scholarships to a maximum of two graduating students from each high school in the Tulsa School District for the purpose of preserving awareness of the history and meaning of the civil unrest that occurred in Tulsa in 1921. The State Regents shall involve the administration of the Tulsa School District in the selection process. [70 O.S. §2623] Eligibility requirements for the high school scholarships shall include:
(1) enrollment in the appropriate high school.
(2) family income of the applicant from taxable sources not to exceed Seventy Thousand Dollars ($70,000.00) per year.
(3) satisfaction of the criteria in paragraph (b) of this section.

610:25-29-4. Principles for awards, continuation of awards, disbursements, refunds, and applications
(a) Award amounts. Subject to the availability of funds, the State Regents shall award:
(1) For participants enrolled in an institution in the Oklahoma State System of Higher Education, an amount not to exceed the equivalent of the average dollar amount of undergraduate resident tuition that the eligible Program participant is obligated to pay.
(2) For participants enrolled in a private institution of higher education, an amount not to exceed the equivalent of the average dollar amount of undergraduate resident tuition that the eligible Program participant would receive if enrolled in a comparable school within the Oklahoma State System of Higher Education. The State Regents shall identify the institution(s) within the State System that is most comparable to the private institution and base the award on the amount that the participant would be obligated to pay at that State System institution.
(3) For participants enrolled in a postsecondary vocational-technical career technology education program, an amount not to exceed the equivalent of the dollar amount that the eligible program participant is obligated to pay, which amount shall not exceed the amount the participant would have received for comparable enrollment at a two-year institution within the Oklahoma State System of Higher Education. An award to an eligible participant who is enrolled in a postsecondary vocational-technical program may be used to pay for both vocational-technical and college work if both are required by the academic program.
(b) Award limitations.
(1) Program benefits will not be awarded for courses or other postsecondary units taken by the participant:
   (A) That are in excess of the requirements for completion of a baccalaureate program.
   (B) That are taken more than five (5) years after the student’s first semester of participation in the program, except in hardship circumstances as determined by the State Regents. Even when such a hardship is found to exist, in no event shall the participant receive benefits after the participant has been enrolled for a five (5) year cumulative time period.
(2) Program benefits shall be awarded to not less more than 300 eligible participants without any limitation on the number of awards in any year other than annually, subject to the amount of funds available for the program and the number of eligible participants. [70 O.S. §2625(E)]
(3) If sufficient funds to provide awards to all the maximum number of eligible participants are not available or if there are more than 300 eligible applicants, the State Regents shall make awards based upon need.
   (A) For all academic years, participants who have previously received awards shall be given an absolute priority for continued financial support by the Program, superior to any residents who are applying for such benefits for the first time.
   (B) Thereafter, the order of preference of the applicants for awards based upon need shall be determined by the State Regents using the following factors:
      (i) the family income of the applicant from taxable sources is not more than Seventy Thousand Dollars ($70,000.00 per year),
      (ii) the applicant attended a Tulsa public school where seventy-five percent (75%) or more of the students enrolled in school qualify for the free and reduced lunch program, and
      (iii) the applicant resides in a census block area within the City of Tulsa School District where thirty percent (30%) or more of the residents are at or below the poverty level established by the United States Bureau of the Census. [70 O.S. §2623]
   (C) When the factors listed above prove inadequate to narrow the pool of applicants sufficiently, the State Regents may consider, as an additional order of preference factor, whether the applicant
is a direct lineal descendant of a person who resided in the Greenwood Area in the City of Tulsa on between April 30, 1921 through and June 1, 1921.

(i) Except for the absolute priority given to eligible participants who have already received an award(s) under the Program, this factor shall be applied to all applicants regardless of race when utilized by the State Regents.

(ii) The Oklahoma Historical Society shall verify all applicant claims of lineal descent.

(D) When making awards, the State Regents shall take other grants and scholarships received by the eligible participant into consideration. In such cases, the Program benefit may be used to cover additional educational costs not covered by the other grants and scholarships.

(4) The award for the high school scholarships shall be limited to a one-year full-time-equivalent period. Following successful completion of such award, recipients who meet the criteria provided in 610:25-29-4(b)(3)(B) shall be eligible to apply and be considered for continued participation in the full Tulsa Reconciliation Education and Scholarship Program. Any student subsequently awarded such scholarship shall have the duration of the high school scholarship deducted from five-year limit on scholarship eligibility. [70 O.S. 2623]

(c) Disbursement. Funds will be disbursed from the Tulsa Reconciliation Education and Scholarship Trust Fund to the institution at which the student is enrolled. The high school scholarship award may only be funded with state funds appropriated to the Tulsa Reconciliation Education and Scholarship Trust Fund and income therefrom, and shall be made subject to the availability of such funds. [70 O.S. 2623]

(d) Refunds. Refunds resulting from student withdrawal will be remitted to the State Regents.

(e) Application.

(1) Students must fully complete an application form provided by the State Regents.

(2) Applications will be processed by the State Regents according to deadlines established annually accepted throughout the school year.

(3) Applications must be received by the State Regents no later than June 30 preceding the award year.

(4) Any falsified or incomplete information on the application form may result in disqualification from the Program.

610:25-29-5. Trust funds

(a) The Oklahoma State Regents for Higher Education will serve as the Board of Trustees for the Tulsa Reconciliation Education and Scholarship Trust Fund. The Board will invest the trust corpus in a reasonable and prudent manner, subject to further limitations and safeguards provided in existing, applicable State Regents’ investment policies.

(b) The Trust Fund principal capital shall consist of monies the Legislature appropriates or transfers to the Oklahoma State Regents for Higher Education for the Trust Fund, monies transferred from donations from taxpayers pursuant to Section 2627 of Title 70, and any monies or assets contributed to the Trust Fund from any other source, public or private. [70 O.S. §2626(C)]

(c) Both the trust capital and earnings income for the trust funds will accrue to the fund and may be used only for the scholarship awards.

(d) The State Regents may, at the time an award is made on behalf of a Tulsa Reconciliation Education and Scholarship Program participant, set aside in the Trust Fund funds for the full commitment made to such participant.
AGENDA ITEM #22-f (5):

Oklahoma Teacher Education Loan Program

SUBJECT: Repeal of the Program Rules

RECOMMENDATION:

It is recommended that the State Regents adopt the repeal the permanent APA rules for the Oklahoma Teacher Education Loan Program.

BACKGROUND:

This agenda item was originally presented to the State Regents at their September 13 meeting. Following the required APA public comment period, the item is now presented for final action on the repeal of the program rules.

The 1985 Oklahoma Legislature created the Oklahoma Teacher Education Loan Program (OTELP) and authorized the State Regents to provide forgivable loans to students who declared their intention to serve the State of Oklahoma by teaching in the public schools in specific subject areas that were declared to be teacher shortage areas. Recipients were required to teach one year for each year they received a loan or to repay the loan. The program provided forgivable loans beginning in the 1986-87 academic year and continued through the 1988-89 academic year. The Oklahoma Legislature discontinued new funding for the program in FY89 and no new loans were issued after that year. A total of 135 students received forgivable loans totaling $485,141.

The 2001 Oklahoma Legislature repealed the statutory language authorizing OTELP and replaced it with language authorizing the Teacher Shortage Employment Incentive Program (TSEIP).

POLICY ISSUES:

With the statutory language for the OTELP repealed, the APA rules are no longer required.

ANALYSIS:

OTELP did not prove to be efficient in encouraging students to pursue teaching careers in shortage areas. For recipients who subsequently changed their educational pursuits or chose not to teach, the program created a financial burden. Staff activities to track the students once they ended their higher education pursuits and to collect repayments proved to be both administratively inefficient and a financial burden for the agency.

In the 2000 and 2001 legislative sessions, the Oklahoma Legislature again considered programs to attract teachers to shortage areas. Teacher supply and demand studies showed that the problem was not
primarily in attracting students to teacher shortage areas in college, but rather in getting those students to actually teach in the shortage areas once they graduated. Based on the experience with the OTELP a decade earlier, Regents staff recommended the creation of a Teacher Shortage Employment Incentive Program (TSEIP), which the Legislature adopted in 2000 and amended in 2001. The Legislature also repealed the OTELP statutes in 2001.

The TSEIP, unlike OTELP, provides for a financial incentive only after teaching service has been rendered for five years, eliminating the need to collect repayments. The amount of the incentive is not to exceed the equivalent of three times the annual cost of tuition and fees. The TSEIP intends for the incentive to repay student loans secured through other sources or offers a cash payment to those without student loans. College students began enrolling in TSEIP in 2001-02. The first incentive payments are not anticipated until 2006. TSEIP is expected to be a more efficient and effective means of providing incentives for the pursuit of teaching careers in shortage subject areas.

*State Regents Policy will be updated to reflect the rule amendments following official completion of administrative procedures process.*
610:25-13-1. Purpose [REVOKED]
(a) Senate Bill No. 368 of the 1984 Oklahoma Legislature appropriated funds to the Oklahoma State Regents for Higher Education to "... establish a program for making available forgivable loans..." to students enrolled in a major course of study at the graduate or undergraduate level who declare an intention to serve and who subsequently serve this state by teaching in the subject areas of mathematics, science, computer learning, or foreign languages at the elementary or secondary level in the public schools of this state... The Oklahoma State Regents for Higher Education are authorized to provide student loans to persons who are enrolled at institutions of higher education in this state for the purposes specified (above). The loans shall be applied to the cost of said education. It is the intent of the Oklahoma Legislature that only those undergraduate and graduate students who are enrolled full time be eligible for said loans." [70 O.S., § 698.2 (A) and (B)]
(b) The implied purpose of this legislation is to make forgivable postsecondary education loans available to undergraduates and graduates who demonstrate an interest in teaching in the fields in which there is a teacher shortage as specified in (a) of this Section. Further, the purpose is to enable and encourage those individuals to pursue elementary or secondary level teaching careers in the public schools of Oklahoma.

610:25-13-2. Eligibility [REVOKED]
Provisions for eligibility for the Oklahoma Teacher Education Loan Program are as follows:
(1) Eligibility is restricted to Oklahoma resident students.
(2) Individuals must meet the objective standards of education for admission to an approved teacher education program at a higher education institution in Oklahoma.
(3) Eligible individuals must have a grade point average of at least 2.5 on a 4.0 scale in courses taken while enrolled full time at an institution of higher education and completed not later than the semester before the term in which the loan is granted.
(4) Certification of applicant eligibility must be provided by the participating institution.
(5) Individuals must sign a statement of intent to teach in an Oklahoma public school in a teaching field of critical shortage.
(6) Eligible individuals must comply with all provisions in this Section as are required.

610:25-13-3. Application procedure [REVOKED]
Application forms for the Oklahoma Teacher Education Loan Program may be obtained from the office of financial aid or the administrative office of the college, school, or department of education at one of Oklahoma's teacher education preparation institutions of higher education or from the Oklahoma State Regents for Higher Education, 500 Education Building, State Capitol Complex, Oklahoma City, Oklahoma 73105-4503.

610:25-13-4. Terms and conditions of loans [REVOKED]
Senate Bill No. 228 authorizes the Oklahoma State Regents for Higher Education to forgive eligible Oklahoma Teacher Education loans to..."persons who actually render service as teachers in the public schools of this state if not less than seventy five percent (75%) of the teaching assignment is in a subject area specified in subsection A of this section. Loan forgiveness shall be one (1) year's loan for each school year of service rendered. One half (½) school year of service shall be required for forgiveness of a summer term loan." [70 O.S., § 698.2] "The first year of teaching will forgive the first year's loan; the second year of teaching will forgive the second year's loan; and the third year of teaching will forgive the third year's loan." [O.S.L. 1985, c. 354 § 4]
610:25-13-5. Annual loan limit [REVOKED]

Provided that funds are available, loans of up to $3,400 per academic year (two semesters or two trimesters) and up to $1,100 for the summer term may be made to students pursuing full-time study under the Oklahoma Teacher Education Loan Program.

610:25-13-6. Aggregate loan limit [REVOKED]

No person who is participating in the Oklahoma Teacher Education Loan Program shall receive more than three (3) annual loans nor more than three (3) summer term loans for an aggregate loan amount of $13,500.

610:25-13-7. Study load requirements [REVOKED]

Borrowers participating in the Oklahoma Teacher Education Loan Program must be enrolled as full-time students at their respective institutions and must maintain satisfactory progress toward the completion of their academic program as certified by institutional officials.


Guidelines for certification of compliance are as follows:

1. Proper certification that the in-school borrowers participating in the Oklahoma Teacher Education Loan Program have fully met the study load requirements must be received by the State Regents' office prior to each disbursement.

2. In-school certification forms will be furnished to the borrowers by the State Regents' office.

3. Persons who actually render service as teachers in the public schools must submit to the State Regents' office a certificate for teaching service credit at the end of each contract year.

4. In-service certification forms will be provided to the borrowers by the State Regents' office.

5. It will be the individual borrower's responsibility to ensure that the appropriate forms are properly signed and returned to the State Regents' office as requested in this Section.
AGENDA ITEM #22-f (6):

Purchasing Policy

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, Purchasing, and further, initiate the rule amendment process pursuant to the Oklahoma Administrative Procedures Act.

BACKGROUND:

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 purchasing policies.

POLICY ISSUES:

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

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

This action is necessary to comply with essential agency rules as defined by the Administrative Procedures Act.

ANALYSIS:

The amended rules would clarify:
- General contracting and purchasing provisions;
- Vendor processes; and
- Bidding and award processes.

Approval by the State Regents would allow the rule amendment process to begin as defined by the Administrative Procedures Act.
610:1-11-1. Purpose
The Purchasing Department of the Oklahoma State Regents for Higher Education is responsible for the acquisition of all goods, equipment and services for the operation of the Oklahoma State Regents for Higher Education, authorized by 70 O.S. §3206. The State Regents is exempted from the provisions of the Oklahoma Central Purchasing Act by 70 O.S. 85.3A. All acquisitions of the State Regents made pursuant to the State Regents’ approved Purchasing Policy. The purposes of the policy are:

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

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

610:1-11-3. Definitions
The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Acquisition" means all type of purchases and rental necessary to perform the duties assigned to the Oklahoma State Regents for Higher Education, whether bought or leased by contract or otherwise, and includes every means by which the Oklahoma State Regents for Higher Education obtains any materials, supplies, service or equipment.

"Award" means when the Authority, Chief Executive Officer, department, Purchasing Director, or other person authorized to make the acquisition, agree on a suitable vendor for a competitive bid and the Purchasing Director, or designee, notifies the successful vendor.

"Bidders list" means a list of individuals or business entities that desire notification of solicitations for specified commodity codes.

"Chancellor" means the Chief Executive Officer at the Oklahoma State Regents for Higher Education.

"Commodity Code" means a group of like products or services.

"Competitive Bidding" means a process of acquisition wherein bidders submit bids to the Purchasing Director pursuant to terms, conditions and other requirements of a solicitation.

"Days" means calendar days unless otherwise specified.

"Department" means a department within the Oklahoma State Regents for Higher Education


"Equipment" means all personal property acquired for the Oklahoma State Regents for Higher Education’s use which is in the nature of a tool, device, or machine and shall be deemed to include all
personal property used or consumed by The Oklahoma State Regents for Higher Education and is not included within the category of materials and supplies.

"Emergency acquisition" means an acquisition made by the Purchasing Director without seeking competitive bids to relieve an unforeseen condition believed to endanger human life or safety or pose imminent danger to significant property, or a condition certified by the as a serious environmental situation.

"Fiscal Year" means the period of time from July 1 of a calendar year through June 30 of the succeeding calendar year.

"Goods" means products, material, supplies and includes all property except real property acquired by the Oklahoma State Regents for Higher Education for its use or consumption, except equipment.

"Invitation to Bid" or "ITB" means a document issued which describes the goods or services for which offers are being solicited.

"Professional Services" means services which are predominantly advisory or intellectual in character, or involve support rather than supplying equipment, supplies or other merchandise. Professional services include those services requiring special, usually advanced education or skill.

"Purchasing" means the Purchasing Department of the Oklahoma State Regents for Higher Education.

"Purchasing Director" means the Purchasing Director of the Oklahoma State Regents for Higher Education.

"Request for proposal" means a type of solicitation the Purchasing Director sends to suppliers requesting submission of proposal for acquisitions.

"Request for quotation" means a simplified written or oral solicitation the Purchasing Director sends to suppliers requesting submission of a quote.

"Services" means labor rendered by a person to another as distinguished from providing tangible goods. It shall include any type of personal or professional service, employment or undertaking except the employment of regular officers and employees by a state agency or such extra seasonal help as is authorized by law and is regularly use.

"Solicitation" means a request or invitation by the Purchasing Director for a supplier to submit a priced offer to sell acquisitions to the state. A solicitation may be an invitation to bid, request for proposal or request for quotation.

"State Regents" means the Oklahoma State Regents for Higher Education.

"Vendor registration" means a process a supplier uses to register with the Purchasing Division to receive solicitations for specified commodities for a specified period of time.

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

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

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

610:1-11-7. Competitive bidding
The competitive or formal bidding process requires that vendors submit sealed bids in accordance with detailed specification of the goods or services to be purchased. Bids are to be awarded to the vendor that submits a bid meeting specifications and which offers the best value to the state.
(1) Submission of bids.
If a vendor wishes to bid on the item(s) listed in an ITB, the vendor shall complete the bid according to the instructions provided with the ITB. It is the vendor’s responsibility to read and understand the instructions and terms and conditions provided with the invitation to bid. Failure to comply with the instructions and terms and conditions in the ITB may disqualify the bid. Any questions should be directed to the Director of Purchasing listed on the bid.

If the vendor does not wish to bid on the items, the vendor should fill in the vendor name, address, and write "No Bid" in the unit price column and return the bid to Purchasing.

It is the responsibility of the vendor to ensure delivery of a bid to Purchasing at or prior to the designated time on the ITB. The Oklahoma State Regents for Higher Education will not be responsible for, or accept late bids.

Bid openings.

(A) All sealed bids will be stamped with the time and date upon receipt at Purchasing. The bids will be placed in a secured bid file until time for the scheduled bid opening. Access to the file is limited to the Purchasing Director or designee until the bid opening.

(B) Bids will be opened at the designated date and time of closing by State Regent’s purchasing personnel. A bid opening record will be completed and maintained in the bid file.

(C) A vendor and/or interested parties prior to the bid opening may request public openings.

(D) No award will be made at routine or public openings. Award recommendations are made in writing upon conclusion of the bid evaluation.

(E) All bids responses are open to the public during normal working hours, after the bid opening, and in accordance with 51 O.S. 1991, Sections 24A.1 et seq., as amended. Copies may be requested in writing from the Purchasing Director.

Award of bid

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

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

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

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

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

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

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

(E) The State Regents reserve the right to accept by item, group of items, or by the total bid, as specified in the ITB.

(F) The State Regents reserve the right to reject in part or whole any bid.

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

(H) The State Regents will send a purchase order or a notice of award as acceptable notification of a valid and binding contract with a vendor.
(I) All awards will be made under the terms and conditions specified in the ITB.
(J) The ITB together with the successful vendor’s responsive bid shall constitute a binding contract and will be interpreted under Oklahoma law.
(K) All ethics rules and laws related to conflicts of interest and doing business with public officials apply to any acquisition by the State Regents.

(4) Award protests
(A) Any bidder may protest the award of a bid. A protest may be based, but is not limited to, the following:
   (i) Error in the calculation of price
   (ii) The bid of the successful vendor did not meet the bid specifications
   (iii) The bidding procedure was done in violation of the State Regent’s rules; or
   (iv) State Regents personnel handling the bidding procedure acted in a willful or capricious manner.
(B) After the award is made, the protesting bidder shall submit written notice to the State Regents’ Purchasing Director, within seven (7) days of reasonable notice of contract award. The protest notice shall state supplier facts and reasons for protest.
(C) The Purchasing Director shall review the protest and contract award documentation, and respond to the vendor.

(5) Administrative review
(A) If the protesting bidder does not agree with the Purchasing Director’s decision on the challenge of award, the protesting bidder may request an administrative review. Any protesting bidder may appeal a decision by the Purchasing Director to the Chancellor. In order for the claim to be eligible for administrative review, the appeal must have been through the protest award process as per 610:1-11-7(4).
(B) The protesting bidder must file a notice of appeal within seven (7) working days of the date of the letter notifying the bidder of the decision by the Purchasing Director to the challenge of award by the protesting bidder, or the postmark of such letter, whichever is later. The letter shall contain the following:
   (i) The letter must state all the facts and arguments giving rise to the claim of controversy and the appeal.
   (ii) The letter must also state clearly and separately the alleged error by the Purchasing Director or other State Regents’ personnel and the relief sought with the appeal to the Chancellor.
   (iii) The letter must clearly and separately state that the vendor is requesting an opportunity to be heard in pursuit of the appeal.
(C) Upon receipt of a properly perfected notice of appeal, the Chancellor shall review the appeal himself or appoint a designee to conduct the administrative review. The Chancellor may appoint any officer of State Regents or may appoint an attorney licensed to practice law to conduct the review. The person conducting the review shall promptly set a time period in which a review will be conducted that will be not more than forty-five (45) days in length beginning from the date the notice is filed. The person conducting the administrative review will set a date in which the vendor must produce or identify all the documents or other supporting data (verbal or written) which supports his appeal, which date must be within the forty-five (45) day time period above. The person conducting the administrative review may schedule a meeting with the vendor to discuss the appeal and issues raised, and will examine all such documents and supporting data.
(D) Within twenty (20) working days after the administrative review period, the person conducting the administrative review shall make a written recommendation for decision to the Chancellor for contracts/purchases within the Chancellor’s purchasing authority or to the State Regents for contracts/purchase exceeding that limit. For decisions that will be made by the Board, such matters shall appear on the agenda of the next regularly scheduled
meeting. Either the Chancellor or the Board, given those parameters, shall render the final agency decision and staff shall notify the protesting bidder and the apparent successful bidder of the decision by certified mail. The decision shall include findings of the fact and conclusions of law supporting the decision to uphold the award or set the award aside.

610:1-11-8 Request for Proposals Process

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

610:1-11-9. Group purchasing acquisitions

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

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

610:1-11-10. Sole Source Contracts

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

610:1-11-11. Emergency Acquisition process

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

610:1-11-12. Purchases $2,500 or less.

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

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

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

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

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

(2) **Alternatives to the formal bid process.** Purchases may be made from purchase orders or purchase contracts or at a price equivalent to purchase order or purchase contracts that have been awarded to a vendor(s) on the basis of competitive bids by any of the following entities:
   
   - (A) Oklahoma Department of Central Services
   - (B) Colleges and universities within the state system
   - (C) General Services Administration
   - (D) Educational purchasing consortia

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

610:1-11-15. Purchases in excess of $100,000

Purchases in excess of $100,000 require prior approval of the State Regents.

610:1-11-16. Professional services contracts

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

610:1-11-17. Training

Employee training services may be acquired without competitive bidding if necessary to accommodate the needs of the agency and to ensure continued performance of hardware, software, or telecommunications equipment. The requesting unit must provide written justification for an exemption from the competitive bidding requirements. The requesting unit should consider (1) employee work schedules, (2) potential for interruptions in service, (3) cost of interruptions in service, and (4) the number of employees already trained for the particular purpose. All acquisitions under this section must be approved by the Chancellor or the Chancellor’s designee. The Chancellor will require a periodic review of all costs associated with employee training services, including any associated travel expenses, to ensure that the costs are reasonable.
AGENDA ITEM #22-f (7):

Future Teachers Scholarship Program

SUBJECT: Posting of Permanent Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents post permanent rule amendments for the Future Teachers Scholarship Program and initiate the process for adoption of permanent rule revisions.

BACKGROUND:

The Future Teachers Scholarship Program was created by the Oklahoma Legislature in 1986 as an incentive to encourage the preparation of teachers in critical shortage areas. Currently, $100,000 is allocated annually by the State Regents for the program that provides scholarships to approximately 130 students.

POLICY ISSUES:

The recommended policy change relates to the eligibility of persons who are not United States citizens.

ANALYSIS:

Upon recommendation from State Regents’ legal counsel, proposed language has been added in 610:25-9-2(a) stating that: “Recipients of the scholarship must be a United States citizen, a non-citizen national of the United States, or a qualified alien.” It is counsel’s opinion, based on current federal and state law, that persons not covered by one of the three specified categories are not eligible for state financial aid programs.

The proposed changes also delete obsolete language referring to student subpopulation categories of ACT score percentiles. This criterion is not used for scholarship eligibility purposes.

State Regents Policy will be updated to reflect the rule amendments following official completion of administrative procedures process.
610:25-9-2. Eligibility
(a) Recipients of the scholarship must be a United States citizen, a non-citizen national of the United States or a qualified alien. Individuals who are residents of Oklahoma who have demonstrated a commitment to obtain the necessary credentials to teach in a critical shortage area shall be eligible for consideration if they have:
   (1) Graduated from high school with a cumulative grade point average which ranks them in the top fifteen percent (15%) of their high school graduating class; OR
   (2) Scored at or above the eighty-fifth (85th) percentile on the ACT or other similar acceptable battery of tests either in the class as a whole or for a sub-division of the student population as follows: Black, Native American, Hispanic, and Asian; OR
   (3) Been admitted to a professional education program at an accredited Oklahoma institution of higher education; OR
   (4) Achieved an undergraduate record of outstanding success, as defined by the institution.
(b) Scholarship recipients must maintain no less than a 2.5 cumulative grade point average to remain eligible for renewal of the scholarship; it is expected, however, that renewal recipients will attain a 3.0 cumulative grade point average or better.
(c) Each scholarship recipient shall have agreed to teach in a shortage area in the public schools in Oklahoma for a minimum of three (3) consecutive years upon graduation and licensure as a teacher.
(d) Either full- or part-time students may be eligible; however, highest priority will be given to full-time students.
AGENDA ITEM #22-f (8):

Chiropractic Education Assistance Scholarship

SUBJECT: Posting of Permanent Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents post permanent rule amendments for the Chiropractic Education Scholarship Program and initiate the process for adoption of permanent rule revisions.

BACKGROUND:

The Chiropractic Education Scholarship Program was created by the Oklahoma Legislature to provide scholarships to Oklahoma residents attending an accredited chiropractic college. There are no accredited chiropractic colleges in Oklahoma, so the awards go to students attending institutions outside the state. Currently, $45,000 is allocated annually by the State Regents for the program.

POLICY ISSUES:

The recommended policy change relates to the eligibility of persons who are not United States citizens.

ANALYSIS:

Upon recommendation from State Regents’ legal counsel, proposed language has been added in 610:25-19-2.1(2) stating that an applicant must be “a United States citizen, a non-citizen national of the United States, or a qualified alien.” It is counsel’s opinion, based on current federal and state law, that persons not covered by one of the three specified categories are not eligible for state financial aid programs.

State Regents Policy will be updated to reflect the rule amendments following official completion of administrative procedures process.
610:25-19-2.1. Eligibility

Preference in the granting of scholarships shall be given to those individuals with the highest weighted scholastic averages, provided the individuals are found to have those qualities and attributes that give a reasonable assurance of completion of the course of study required for a degree of doctor of chiropractic. To be eligible for the Chiropractic Education Assistance Scholarship Program an applicant must:

1. be a legal resident of the State of Oklahoma for not less than five (5) years prior to the date of application,
2. be a United States citizen, a non-citizen national of the United States or a qualified alien,
3. be enrolled in or have been accepted to an accredited chiropractic college,
4. be making satisfactory progress in the study of chiropractic as defined by the Oklahoma State Board of Chiropractic Examiners,
5. meet all requirements and academic standards established by the Oklahoma State Board of Chiropractic Examiners; and
6. have earned a 3.00 cumulative grade point average if the individual is a continuing student.

(A) Scholarship awardees under this program shall maintain a 3.00 cumulative grade point average. The cumulative grade-point average will be determined after the summer trimester for fall scholarship eligibility, and after the fall trimester for spring scholarship eligibility.

(B) Awardees who fail to meet the 3.00 cumulative grade point average requirement will be removed from the program without scholarship assistance.

(C) Reinstatement to the program will be granted if the student achieves a 3.00 trimester grade point average within the following three trimesters. The student must submit a letter of appeal to the Oklahoma State Board of Chiropractic Examiners in order to be considered for reinstatement. A participant may be reinstated only one time.

(D) The Oklahoma State Board of Chiropractic Examiners will submit to the State Regents’ Office notification in writing of any student reinstatement and authorization for payment of scholarship awards.
AGENDA ITEM #22-f (9):

William P. Willis Scholarship Program

SUBJECT: Posting of Permanent Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents post permanent rule amendments for the William P. Willis Scholarship Program and initiate the process for adoption of permanent rule revisions.

BACKGROUND:

The William P. Willis Scholarship program was established by the Oklahoma Legislature in 1986 to provide scholarships to low-income students attending state system institutions. The Legislature funded an endowment of $1 million dollars, the interest from which funds 28 scholarships annually.

POLICY ISSUES:

The recommended policy change relates to the eligibility of persons who are not United States citizens.

ANALYSIS:

Upon recommendation from State Regents’ legal counsel, proposed language has been added in 610:25-5-2(e) stating that: “Recipients of the scholarship must be a United States citizen, a non-citizen national of the United States, or a qualified alien.” It is counsel’s opinion that, based on current federal and state law, persons not covered by one of the three specified categories are not eligible for state financial aid programs.

State Regents Policy will be updated to reflect the rule amendments following official completion of administrative procedures process.
SUBCHAPTER 5. WILLIAM P. WILLIS SCHOLARSHIP PROGRAM

610:25-5-2. Eligibility
(a) Individuals who are residents of the State of Oklahoma shall be eligible to apply for assistance under the William P. Willis Scholarship Program.
(b) Individuals who are enrolled full time in an undergraduate program at a member institution of The Oklahoma State System of Higher Education shall be eligible for assistance under the program.
(c) Individuals who meet low-income criteria as established by the Oklahoma State Regents for Higher Education shall be eligible for admission to the program.
(d) Certification of applicant eligibility must be provided by a participating institution.
(e) Recipients of the scholarship must be a United States citizen, a non-citizen national of the United States or a qualified alien.
AGENDA ITEM #22-f (10):

Chancellor’s Scholarship Program

SUBJECT: Posting of Permanent Rule Amendments

RECOMMENDATION:

It is recommended that the State Regents post permanent rule amendments for the Chancellor’s Scholarship Program and initiate the process for adoption of permanent rule revisions.

BACKGROUND:

The Chancellor’s Scholarship Program provides scholarships to entering freshmen students who have demonstrated high academic achievement, strong leadership qualities, and a commitment to enhancing their local community. Awards are paid from earnings on private donations. The awards are one-time scholarships of $1,000.

POLICY ISSUES:

The recommended policy change relates to the eligibility of persons who are not United States citizens.

ANALYSIS:

Upon recommendation from State Regents’ legal counsel, proposed language has been added in 610:25-3-3(2) stating that: “Recipients of the scholarship must be a United States citizen, a non-citizen national of the United States, or a qualified alien.” It is counsel’s opinion that, based on current federal and state law, persons not covered by one of the three specified categories are not eligible for state financial aid programs.

State Regents Policy will be updated to reflect the rule amendments following official completion of administrative procedures process.
610:25-3-3. General principles for operation of program
The Chancellor's Scholarship Program will operate under the following general principles:
(1) Only students attending Oklahoma public institutions of higher education are eligible.
(2) Recipients of the scholarship must be a United States citizen, a non-citizen national of the United States, or a qualified alien.
(3) The program will be funded through accrued interest on private donations.
(4) The funds will be held within the State Regents' Trust for Academic Scholars.
(5) The scholarship program will not start until sufficient accrued interest has accumulated.
(6) The scholarship will be a one-time award of $1,000.
AGENDA ITEM #22-f (11):

Rules of Operation Administrative Rule Amendments

SUBJECT: Petitions for rule promulgation, amendment, revocation, and declaratory rulings.

RECOMMENDATION:

It is recommended that the State Regents approve the revised rules of operation, as submitted, and initiate the rule amendment process pursuant to the Oklahoma Administrative Procedures Act.

BACKGROUND:

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 certain agency-required rules under the Administrative Procedures Act. More specifically, OSRHE currently do not have rules regarding the procedures required to petition, request promulgation, amendment or repeal of a rule as required by Title 75 O.S. §305. In addition, the OSRHE currently do not have rules regarding the procedures required to file petitions for declaratory rulings as required by Title 75 O.S. §307.

POLICY ISSUES:

The proposed rules set forth the necessary instructions for persons wishing to petition the OSRHE to request promulgation, amendment, or repeal of a rule, or to request a declaratory ruling.

This action is necessary to comply with required agency rules as defined by the Administrative Procedures Act.

ANALYSIS:

The amended rules would clarify:

- what is considered to be a valid petition;
- relevant time frames for receiving and reviewing petitions;
- actions that will be taken by OSRHE upon review of petitions; and
- that declaratory rulings will be available for public review at the OSRHE office.

Approval by the State Regents would allow the rule amendment process to begin as defined by the Administrative Procedures Act.
610: 1-7-23. Petition requesting promulgation, amendment, or repeal of rules; form and procedure
(a) Any interested persons may petition the OSRHE to request the promulgation, amendment, or repeal of an OSRHE rule. When filing such petition, the following requirements apply:

(1) All petitions must be filed with OSRHE in typewritten form or in legible printed form and must be presented or delivered to the Chancellor’s office of the OSRHE;
(2) All petitions must clearly identify the party(s) submitting such petition and must include a statement reflecting the interest of the party(s) in submitting such petition, i.e., a showing that such petition is being submitted by an "interested person";
(3) All petitions must clearly state that the petition is for the promulgation of a new rule, for the amendment of an existing rule, or separately, any combination of the above. In the instance of a requested promulgation of a new rule, a complete text of the requested rules(s) must be submitted. In the instance of a requested amendment to an existing rule(s), a complete text of the existing rule(s) requested for amendment must be submitted reflecting the existing rule language requested for change or deletion and/or such language as may be requested to be added. In the instance of a requested repeal of any rule(s) the petition must state the complete rule(s) requested for repeal;
(4) All petitions must clearly and separately state the submitted basis, reason, grounds, or justification for each requested rule promulgation, amendment or repeal. Any and all supporting documents, records, statistics, studies, or information must be submitted with the petition, and the legality for such requested action, where deemed necessary or appropriate, shall be submitted by the petitioning party;
(5) All petitions must be duly signed and endorsed by all petitioning parties or their designated representative(s); and the representative(s) must endorse and have notarized said petition representing such signatures;
(6) Petitions will be reviewed within a reasonable time period, by staff assigned by the Chancellor to determine if they satisfy the requirements as set forth in this chapter;
(A) to determine if they satisfy the requirements as set forth in this chapter;
(B) for substantive review of petitioner’s request including consideration of any argument, written and/or oral, and any documentation included in support of the petition;
(C) and such review shall form the basis of a written recommendation to the Board.
(7) Valid petitions, defined as those that satisfy the requirements, shall appear on the agenda for consideration of the recommendation at the next regularly scheduled Board meeting following the conclusion of the staff investigation and review.
(8) The petitioning party shall be given notification of the recommended action and disposition prior to the matter of the petition being presented to the Board for its action and at the Board meeting, the petitioning party may appear and be heard concerning the action and disposition recommended.
(9) Petitions that do not satisfy the requirements shall be duly noted in writing and be returned to the petitioner. Returned petitions must be brought into compliance with the requirements set forth in this chapter and resubmitted.

(b) Should any petition be granted by the OSRHE, in whole, or in part, the petition as granted shall thereafter be treated as in the case of all rule-making and the procedures of the Administrative Procedures Act shall thereupon become applicable in the further adoption of such rule promulgation, amendment, or repeal.
(c) For purposes of 75 O.S. §305, petitioner’s “submission of a petition” shall mean submission of the petition to the Board via its appearance on the regularly scheduled meeting agenda. If within 30 calendar days after submission of a petition, the agency has not initiated rulemaking proceedings in accordance with the Administrative Procedures Act, the petition shall be deemed to have been denied.
(d) If the petition is denied, the petitioner retains the right to proper Judicial Review under 75 O.S. §318.

610: 1-7-24. Petitions for declaratory rulings; form and procedure
(a) Any interested persons may petition the OSRHE for a declaratory ruling as authorized by 75 O.S., §307 as to the applicability of any administrative rule of the OSRHE.
(1) All petitions must be filed with OSRHE in typewritten form or in legible printed form and must be presented or delivered to the Chancellor’s office of the OSRHE;
(2) All petitions must clearly identify the party(s) submitting such petition and must include a statement reflecting the interest of the party(s) in submitting such petition, i.e., a showing that such petition is being submitted by an “interested person”;
(3) All petitions must clearly state that the petition is for a declaratory ruling and cite the rule involved;
(4) All petitions must contain a brief statement of facts to which the ruling shall apply. Any and all supporting documents, records, statistics, studies, or information must be submitted with the petition, and the legality for such requested action, where deemed necessary or appropriate, shall be submitted by the petitioning party;
(5) All petitions must be duly signed and endorsed by all petitioning parties or their designated representative(s); and the representative(s) must endorse and have notarized said petition representing such signatures;
(6) Petitions will be reviewed, within a reasonable time period, by staff assigned by the Chancellor:
   (A) to determine if they satisfy the requirements as set forth in this chapter;
   (B) for substantive review of petitioner’s request including consideration of any argument, written and/or oral, and any documentation included in support of the petition;
   (C) and such review shall form the basis of a written recommendation to the Board.
(7) Valid petitions, defined as those that satisfy the requirements, shall appear on the agenda for consideration of the recommendation at the next regularly scheduled Board meeting following the conclusion of the investigation and review.
(8) The petitioning party shall be given notification of the recommended action and disposition prior to the matter of the petition being presented to the Board for its action and at the Board meeting, the petitioning party may appear and be heard concerning the action and disposition recommended.
(9) Petitions that do not satisfy the requirements shall be duly noted in writing and be returned to the petitioner. Returned petitions must be brought into compliance with the requirements set forth in this chapter and resubmitted.

(b) Declaratory rulings shall be available for review by the public at the OSRHE office.
AGENDA ITEM #22-g:

Policy

SUBJECT: Admission Policy Revisions.

RECOMMENDATION:

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

BACKGROUND:

In working with the State Regents’ Admission Policy, staff noted editorial changes that should be made to bring the policy up-to-date and provide consistency throughout the document.

POLICY ISSUES:

According to the State Regents’ “Rules of Operation,” all actions relating to any change in the State System Policy Book must be approved by the State Regents.

ANALYSIS:

Editorial changes in the policy include the following:

- The correction of “Associate of Science,” “Associate of Arts,” and “Associate of Applied Science” to read “Associate in Science,” “Associate in Arts,” and “Associate in Applied Science” throughout the policy;
- Adjustment of the dates for policy changes that occurred in the past;
- Style changes for consistency, such as punctuation and numbering; and
- Language changes to reflect the University of Oklahoma’s recently approved admission policy modifications.

SUMMARY AND CONCLUSION:

These changes are editorial in nature and do not change the intent of the policy. It is recommended that the State Regents approve the proposed revisions to the Admission Policy.
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 (Year(s))</th>
<th>Course Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>English (Grammar, Composition, Literature)</td>
</tr>
<tr>
<td>2</td>
<td>Lab Science (Biology, Chemistry, Physics or any lab science certified by the school district; General Science with or without a lab may not be used to meet this requirement.)</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics (from Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus)</td>
</tr>
<tr>
<td>2</td>
<td>History (including 1 unit of American History)</td>
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</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>
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<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.¹

Students lacking curricular requirements are admissible into Associate of Science or Associate of 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.

¹The president or his/her designee may allow a deserving student who failed to remediate a basic skills deficiency in a single subject to continue to enroll in collegiate level courses in addition to remedial course work beyond the 24-hour limit providing the student has demonstrated success in collegiate courses to date. Such exceptions must be appropriately documented.
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.

Students entering Associate of 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 of Arts, Associate of 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.

Requirements Regulating the Substitution of Applied Courses for the 15-Unit High School Core Curriculum Requirement

The use of the applied courses to meet the high school curricular requirements is to be considered an alternative. College bound students are encouraged to take courses currently specified in the State Regents' Admission Policy. As a pilot study, the applied science courses may substitute for one of the lab science courses currently accepted as the State Regents' high school curricular requirements for college entry under the parameters detailed below.

A. Applied Science

Principles of Technology:

One year of Principles of Technology may substitute for one of the currently required lab science courses providing that students taking the course also successfully complete a lab science course listed in the State Regents’ Admission Policy. Additionally, the Principles of Technology course must be taught by a teacher certified or endorsed in physics who has completed the specialized training to instruct the course.

Applied Biology/Chemistry:

Until fall 2004, one year of Applied Biology/Chemistry may substitute for one of the currently required lab science courses providing that students also successfully complete a lab science course listed in the State Regents’ Admission Policy. Additionally, the course in Applied Biology/Chemistry must be taught by a teacher certified or endorsed in biology who has completed the specialized training to instruct the course.

If the requirements detailed above are not met, then neither the Applied Biology/Chemistry nor the Principles of Technology course will substitute for any of the required lab science courses for college entry.

Effective fall 2004, Applied Biology/Chemistry will no longer be accepted for purposes of college admission. The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid and reflective of the actual courses taken by students; anything less threatens the integrity of the academic process.

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2Applied Biology/Chemistry course substitution is a pilot study that began in fall 1994 with an expiration date of spring 2003. The Principles of Technology course may be substituted as detailed in this policy.
B. Applied Mathematics

A pilot study was conducted from fall 1992 to spring 2002 which permitted two years of applied mathematics to substitute for two of the State Regents’ required mathematics courses providing that students taking the applied mathematics courses also successfully completed Algebra II. Additional requirements related to teacher preparation. Two studies were conducted comparing the academic performance of applied mathematics students to students completing the State Regents’ mathematics requirements. Data indicated that few students pursued this admission option, and those who did tended to score below students completing traditional mathematics courses. While there are few students utilizing this admission option, a number of students take applied mathematics courses as preparatory courses for traditional mathematics. Thus, applied mathematics courses can be helpful to students requiring additional mathematics assistance.

Students who choose to take applied mathematics courses in lieu of the State Regents’ required courses will be curricularly deficient and required to demonstrate competency for purposes of admission consistent with the *Policy on Remediation and Removal of High School Curricular Deficiencies*. Students scoring below the required competency levels will be subject to the admission restrictions and remediation requirements as detailed in State Regents’ policy. While this requirement is effective beginning fall 2002, students currently in high school pursuing this admission option at the time of this policy revision will be accommodated.

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

I. Comprehensive Universities

University of Oklahoma
Oklahoma State University

Any individual\(^4\) who: (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED);\(^5\) (b) has met the curricular requirements as set forth in Part I.A of this policy;\(^6\) (c) has participated in the American College Testing program or a similar acceptable battery of tests;\(^7\) and (d) meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the comprehensive universities in the State System.

\(^3\)First-time-entering student: A student with six or fewer attempted credit hours, excluding remedial (0-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

\(^4\)If there is an enrollment limit, Oklahoma residents will be given priority.

\(^5\)GED recipient’s high school class must have graduated to be eligible for admission. The president or his/her designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.
Performance-Based Admission Standards: Comprehensive Universities

<table>
<thead>
<tr>
<th>Standardized Tests</th>
<th>ACT or SAT</th>
<th>Top 33.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Performance A</td>
<td>GPA**6 (All Courses) and Class rank7 Top 33.3%</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Performance B</td>
<td>GPA**8 in State Regents’ Required H.S. Core Top 33.3%</td>
<td></td>
</tr>
</tbody>
</table>

The University of Oklahoma (OU) is authorized to assume higher standards as follows:

- In fall 2000 (higher test score and class rank) as approved by the State Regents in October 1998.
- An ACT minimum requirement on the High School Performance B option as approved by the State Regents in December 2000.
- Admission higher admission standards for nonresident students as approved by the State Regents in February 2001.
- In summer 2003 (delineated automatic admission and space available admission for residents) beginning summer 2003 as approved by the State Regents in June 2002.

The exact standardized test scores and GPA will vary over time. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years’ ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score will be updated as necessary.

**The GPA will be defined annually to correspond to the rank in class.

2. **Regional Universities**

   East Central University
   Northeastern State University
   Northwestern Oklahoma State University
   Southeastern Oklahoma State University
   Southwestern Oklahoma State University

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**Grade-Point Average A:** The grade-point average is the average of all grades (“A” equating to 4.00 and “D” equating to 1.00) taken in the 9th through 12th grades. While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.

**Class Rank:** The class rank is one more than the number of students in the high school graduating class who have a grade-point average greater than the student in question.

**Grade-Point Average B:** The grade-point average is the average of all grades (“A” equating to 4.00 and “D” equating to 1.00) taken in the 9th through 12th grades. Institutions shall add a standard weighting (1.0) to The College Board’s Advanced Placement courses and the International Baccalaureate Organization’s higher-level courses (an “F” remains zero). While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of the GPA because there is no equitable mechanism to include the honors premium.
Any individual who: (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED); (b) has met the curricular requirements as set forth in Part I.A of this policy; (c) has participated in the American College Testing program or a similar acceptable battery of tests; and (d) meets the following criteria is eligible for admission to any of the regional institutions in the State System.

### Performance-Based Admission Standards: Regional Universities

<table>
<thead>
<tr>
<th>Standardized Tests</th>
<th>ACT or SAT</th>
<th>Top 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Performance A</td>
<td>GPA**⁶ (All Courses) and Class Rank⁷</td>
<td>Top 50%</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Performance B</td>
<td>GPA**⁸ in State Regents’ Required H.S. Core</td>
<td>Top 50%</td>
</tr>
</tbody>
</table>

The exact standardized test scores and GPA will vary over time. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score will be updated as necessary.

** The GPA will be defined annually to correspond to the rank in class.

The four institutions offering Associate of in Applied Science degrees, Oklahoma Panhandle State University, Cameron University, Rogers State University, and Southwestern Oklahoma State University (Sayre) will continue offering these degrees with an open admission policy for students within their geographic service area. Students wishing to transfer from Associate of in Applied Science to Associate of Science, Associate of in Arts or bachelor degree programs must formally apply and meet both the curricular and performance admission standards.

Northeastern State University is authorized to remain at the higher standards set by the State Regents, in June 1988. When the standards identified in this policy exceed those previously set, Northeastern will adhere to the higher standards.

### Two-Year Colleges

- Carl Albert State College
- Connors State College
- Eastern Oklahoma State College
Murray State College
Northeastern Oklahoma A&M College
Northern Oklahoma College
Oklahoma City Community College
Redlands Community College
Rose State College
Seminole State College
Tulsa Community College
Western Oklahoma State College
OSU Technical Branch, Oklahoma City
OSU Technical Branch, Okmulgee

a. For Students Seeking Admission to Associate in Arts, Associate in Science, or Baccalaureate Degree Programs

Any individual who: (a) is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED); (b) has met the curricular requirements as set forth in Part I.A. of this policy; and (c) has participated in the American College Testing program or a similar acceptable battery of tests is eligible for admission to any of the two-year colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

b. For Students Seeking Admission to Other Degree or Certificate Programs

Any individual who: (a) is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of his/her home state or has achieved a high school equivalency certificate based on the General Education Development tests (GED); and (b) has participated in the American College Testing program or a similar acceptable battery of tests is eligible for admission to any of the two-year colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

C. Special Admission

Students admitted must meet curricular standards as defined in Part I.A; and must meet the high school performance criteria as defined in Part I.B. The only exceptions are students admitted in the following special admission categories: (1) special non-degree seeking student (C.1); (2) alternative admission (C.2); (3) adult admission (C.3); (4) home study or unaccredited high schools admission (C.4); (5) opportunity admission (C.5); (6) international student admission (C.6); (7) correspondence study enrollment (C.7); or (8) Summer Provisional Admission (C.8 and C.9).

1. Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, should s/he wish to enroll in additional course work, s/he is required to meet the formal admission or transfer criteria for the institution of desired entry. (This provision is not intended to be limited to first-time-entering students only.)
The president or his/her designee may allow non-degree-seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree-seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

2. **Alternative Admission (8 Percent)**

The Comprehensive and Regional institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office. The criteria must be oriented to identifying those students who: (1) have a reasonable chance for academic success; (2) have unusual talent or ability in art, drama, music, sports, and the like or (3) are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where s/he desires to enroll. Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of Social Justice.

3. **Adult Admission**

a. Students who are 21 years of age or older or on active military duty may be admitted based on criteria established at the campus level and submitted to and approved by the State Regents. For students admitted under the adult admission category, the campus must consider the probability of the academic success of the student. Related to the curricular requirements, students admitted under the adult admission category must demonstrate proficiency to the satisfaction of the entering institution in the curricular area the student is desiring to pursue. Institutions will be required to submit an annual report of those students admitted in this category to the State Regents.

b. Any student who: (1) is not a high school graduate but whose high school class has graduated; and (2) has participated in the American College Testing program or similar battery of tests is eligible for admission to any of the two-year colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

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9 Alternative Admission Percentage: The percent (8% or 50 students - whichever is greater) of the previous year’s freshmen not required in that same year to meet the State Regents’ curricular or high school performance criteria for admission.
4. **Home Study or Non-Recognized Accredited or Unaccredited High Schools**

An individual who is a graduate of a private, parochial, or other nonpublic high school which is not accredited by a recognized accrediting agency is eligible for admission to an institution in the State System as follows:

a. The student must have participated in the American College Testing or Scholastic Aptitude Test program and achieved the requisite composite score, as defined by the State Regents, for admission to the institution s/he wishes to attend as defined in Part I above.

b. The student's high school class of his or her peers must have graduated. (The president or his/her designee may allow exceptions for GED recipients on an individual student basis).

c. The student must satisfy the high school curricular requirements for the institution to which s/he is applying, as certified by the school or for home study, the parent.

5. **Opportunity Admission Category**

Students who have not graduated from high school whose composite standard score on the American College Test places them at the 99th percentile of all students using Oklahoma norms, or whose combined verbal and mathematical score on the Scholastic Aptitude Test places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of The Oklahoma State System of Higher Education. The college or university will determine admissibility based on test scores; evaluation of the student's level of maturity and ability to function in the adult college environment; and whether the experience will be in the best interest of students intellectually and socially.

6. **International Student Admission and Admission of Students for Whom English is a Second Language**

International students are required to meet equivalent academic performance standards as listed in Part I.B. Additionally, students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission. (See Policy Statement on Admission of Students for Whom English is a Second Language.)

7. **Correspondence Study Enrollment**

Admission to the institution is not required for enrollment in correspondence work. However, academic credit for correspondence work will not be applicable toward a degree until such time as the student has been formally admitted to the institution and has secured the approval of the appropriate academic officers for such credit. Students who desire to apply credit for correspondence courses must make the necessary arrangements with the school where credit is to be applied. Completed courses will appear on the student's official transcript with the designation "correspondence study."
8. Summer Provisional Admission Program (Comprehensive and Regional Universities)

Student Admission Requirements:

Applicants for the Summer Provisional Admission Program must meet the following criteria to be considered for admission:

1. Be a first-time-entering student;
2. Graduate from an accredited high school or achieve a high school equivalency certificate based on the General Educational Development tests (GED);
3. Meet the State Regents' curricular requirements for admission;
4. Have a minimum ACT of 18 or a minimum high school grade-point average of 2.5 to be admitted to a comprehensive university; or have a minimum ACT of 17 or a minimum high school grade-point average of 2.5 to be admitted to a regional university; and
5. Participate in a comprehensive assessment battery. If the need for remedial course work is indicated, the student must successfully complete the required developmental course work prior to entering this provisional program.

The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success.

Program Requirements:

1. Enrollment is restricted to the summer session immediately following the student's high school graduation.
2. Each student is required to register for a minimum of two summer session "core academic" courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:

   English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

   Mathematics: College Algebra or the equivalent unless the student through advanced standing credit or concurrent enrollment has previously earned such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

Students "testing out" of the introductory English and/or mathematics courses must select courses from the following categories:

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10 The University of Oklahoma will only consider Oklahoma residents for this admission category.
Social Science: A college-level course approved for general education credit.

Natural Science: A college-level introductory lab science course approved for general education credit.

Humanities: A college-level course approved for general education credit.

3. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.

4. Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.

5. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.

6. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student is eligible for regular transfer admission as detailed in the State Regents' Admission Policy.

9. Summer Provisional Admission Program: Curricular Deficiencies (Regional Universities)

Regional university students meeting performance requirements may take a maximum of two course deficiencies in the summer term prior to the regular semester of desired entry. If the course(s) is(are) successfully completed with at least a “C” or equivalent, the student will be admitted.

D. Concurrent Enrollment of High School Students

1. A twelfth grade student enrolled in an accredited high school may, if s/he meets the requirements set forth below, be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student.

<table>
<thead>
<tr>
<th>Comprehensive Universities</th>
<th>ACT/SAT at 67th percentile</th>
<th>O R</th>
<th>High School GPA 3.0 and Class Rank - top 33.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11 High school students wishing to enroll concurrently in college courses must meet the admission standards detailed below and the assessment requirements in the “Policy on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability.” The American College Test (ACT) standard is based on Oklahoma norms and the Scholastic Aptitude Test (SAT) standard is based on national norms.
<table>
<thead>
<tr>
<th>Regional Universities</th>
<th>ACT/SAT at 50th percentile</th>
<th>OR</th>
<th>High School GPA 3.0 and Class Rank - top 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year Colleges</td>
<td>ACT/SAT at 42nd percentile</td>
<td>OR</td>
<td>High School GPA 3.0</td>
</tr>
</tbody>
</table>

The University of Oklahoma (OU) is authorized to assume higher standards in fall 2000 (test score and class rank) as set by the State Regents in October 1998.

a. Additionally, students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also provide a letter of recommendation from their counselor and written permission from their parents or legal guardian.

2. An eleventh grade student enrolled in an accredited high school may, if s/he meets requirement (a) listed above and the additional requirements set forth below, be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student.

<table>
<thead>
<tr>
<th>Comprehensive Universities</th>
<th>ACT/SAT at 83rd percentile</th>
<th>OR</th>
<th>High School GPA 3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Universities</td>
<td>ACT/SAT at 72nd percentile</td>
<td>OR</td>
<td>High School GPA 3.5</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>ACT/SAT at 58th percentile</td>
<td>OR</td>
<td>High School GPA 3.5</td>
</tr>
</tbody>
</table>

3. A student receiving high-school-level instruction at home or from an unaccredited high school may be admitted provisionally to a college or university in The Oklahoma State System of Higher Education as a special student if s/he meets the requirements set forth below:

a. S/he must be 17 years of age or older and must meet the requirements set forth below.

<table>
<thead>
<tr>
<th>Comprehensive Universities</th>
<th>ACT/SAT at 67th percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Universities</td>
<td>ACT/SAT at 50th percentile</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>ACT/SAT at 42nd percentile</td>
</tr>
</tbody>
</table>
b. Or s/he must be 16 years of age and must meet the requirements set forth below.

<table>
<thead>
<tr>
<th>Comprehensive Universities</th>
<th>ACT/SAT at 83rd percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Universities</td>
<td>ACT/SAT at 72nd percentile</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>ACT/SAT at 58th percentile</td>
</tr>
</tbody>
</table>

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college. The college collegiate experience is present in four environments:

1. High school students enrolled on a college or university campus in a course with collegiate students enrolled;

2. High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled;

3. High school students enrolled in a course with collegiate students enrolled at an established off-campus site with a regular program of study (defined as at least one Associate of in Arts, Associate of in Science, or Baccalaureate degree).

4. High school students enrolled at other off-campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty, whose primary employment is as a faculty member at the institution delivering the course. Exceptions may be considered on a case-by-case basis.

A high school student admitted under the provision set forth above may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed these limits may petition the selected higher education institution. The

12 "Regular faculty" is defined as a person qualified for appointment to the regular faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.
appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

The completion of the high school curricular requirements set forth in Part I.A. of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the assessment requirements for college placement. Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies.

A high school student concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if s/he achieves a college cumulative grade-point average of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the entrance requirements of the receiving institution, including the high school curriculum requirements, and subject to the State Regents' retention standards.

All other students not qualified by grade level as specified in section I.D. might be considered for full enrollment or concurrent enrollment under the Opportunity Admission Category.

E. Admission by Transfer13,*

1. Undergraduate Students Entering by Transfer From a State System Institution

An Oklahoma State System student who wishes to transfer to another State System institution may do so under the following conditions:

a. If the student originally met both the high school curricular requirements and academic performance standards of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet the institution's retention standards to which s/he wishes to transfer; or as defined in Part II of this policy.

13 Transfer Student: Any undergraduate student with greater than six attempted credit hours, excluding remedial (0-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.
b. If the student originally met the high school curricular requirements but not the academic performance standards of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet the institution's retention standards to which s/he wishes to transfer, based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work; or
c. If the student originally met the performance but not the curricular requirements of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet that institution's retention standards to which s/he wishes to transfer defined in Part II of this policy and must also complete the curricular requirements before transferring; or
d. If the student originally met neither the curricular nor the performance requirements of the institution to which s/he wishes to transfer, s/he must have a grade point average high enough to meet the institution's retention standards to which s/he wishes to transfer, based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which s/he wishes to transfer before transferring.

* The University of Oklahoma was authorized to assume higher standards beginning fall 2002 (minimum GPA requirements based on number of credit hours earned) for admission by transfer.

2. Undergraduate Students Entering by Transfer From an Out-of-State Institution

Undergraduate students wishing to transfer from an out-of-state college or university to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in Part I of this policy; and by the following:

a. Transcripts of record from colleges or universities accredited by the North Central Association or other regional associations will be given full value.

   (1) Each nonresident applicant must be in good standing in the institution from which s/he plans to transfer.

   (2) Each nonresident applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which s/he plans to transfer.

b. Transcripts of record from institutions not accredited by a regional association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.

   (1) Each nonresident undergraduate applicant must meet the conditions of 2.a-1 and 2.a-2 above.

   (2) Each nonresident undergraduate applicant who meets 2.a-1 and 2.a-2 above also will be required to validate the transferred credit by making satisfactory progress (an average of "C" or better) for at least one semester.
Standards for the admission of nonresidents as stated above will be considered minimal. Any institution may improve upon the standards for its own use, as approved by the Oklahoma State Regents for Higher Education, subsequent to the adoption of this policy.

3. Transfer Probation

Students who do not meet the academic criteria including curricular requirements in E.1 or E.2 above, but have not been formally suspended, may be admitted as "transfer probation" students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their retention GPA to the designated level, as detailed in Part II Retention Standards. Any "transfer probation" student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions provide the appropriate academic support services to assist such students in achieving academic success.

PART II. RETENTION STANDARDS

Effective academic retention policies have several components in common. Such policies must treat all students equitably and fairly. Students must know what is expected of them in terms of satisfactory academic performance. Concomitantly, the repercussions of classroom nonperformance must be detailed. Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus, an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity. Such integrity is reflected in the student grade-point average retention requirements and the uniformity of application coupled with an acknowledgment of individual circumstances. The following policy strives to meet these standards.

A. Academic Support Services

In keeping with this philosophy of maximizing student success, institutions are strongly urged to initiate or strengthen programs which will assure that students experiencing academic difficulties will be provided appropriate academic assistance. Such specially designed programs should include, but not be limited to, academic and career counseling, tutoring opportunities, study skills sessions, and diagnostic testing as appropriate. Students on academic notice or academic probation should be required as a condition for continued enrollment to participate in these special academic support services. These programs should be available to all students who feel participation will enhance their academic performance and success.

B. Definition of Terms

**Good Academic Standing:** Any student who meets the retention requirements as set forth in this policy is in good academic standing.

**Academic Notice:** Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0 will be placed on academic notice.

**Academic Probation:** Any student whose retention GPA falls below those designated in Section C for a given semester is on academic probation.
**Academic Suspension**: Any student who was on academic probation the previous semester and who fails to raise his/her GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses, will be suspended from the institution.

**C. Retention GPA Requirements**

A student must maintain a 2.0 retention GPA for the duration of his/her college experience with the exception of freshmen on academic notice and academic probation. A student will be placed on academic probation if s/he fails to meet the following requirements:

<table>
<thead>
<tr>
<th>Retention Credit Hours Attempted</th>
<th>GPA Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 through 30 semester credit hours</td>
<td>1.7</td>
</tr>
<tr>
<td>Greater than 30 semester credit hours</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Freshman students, 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice.

Any student not maintaining satisfactory progress toward his/her academic objective as indicated above will be placed on probation for one semester. At the end of that semester, s/he must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum retention GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (fall or spring) has elapsed. Students suspended in the spring semester may attend, at the discretion of the suspending institution, the summer session immediately following spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. Only students under first-time suspension status at the suspending institution are eligible. To continue in that fall semester, such students must achieve a 2.0 semester GPA or raise their retention GPA to the required level.

**D. Additional Requirements**

1. **Suspension of Seniors**

   An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the retention grade-point average of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the retention GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each

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14 All courses in which a student has a recorded grade will be counted in the calculation of the grade-point average for retention purposes excluding any courses repeated or reprieved as detailed in the State Regents’ Grading Policy and excluding remedial/developmental (pre-college) courses. Beginning in 1994, the retention GPA will also exclude physical education activity courses.

15 The student’s transcript will note suspension at the end of the spring semester. For students who fail to achieve retention standards after the summer session, the phrase “suspension continued” should be entered on the transcript at the end of the summer session.
enrollment or raise his/her retention GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

2. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Such procedures should allow appropriate discretion in deserving cases. Academic suspension appeal procedures should require that the suspended student document any extraordinary personal circumstances that contributed to his/her academic deficiencies. Such events must be highly unusual such as the death of an immediate relative; a serious illness; severe financial distress; direct, significant work conflicts; unexpected, substantial family obligations; or personal crisis. Such appeals decisions should be made only following the thoughtful deliberation of an appropriate committee which may include faculty, students, and administrators. Any institutional policies and procedures developed for the appeal of academic suspension decisions must be submitted to and approved by the State Regents. Annual reports detailing all decisions concerning appeals requests will be submitted to the State Regents.

3. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (fall or spring) except as noted above. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their retention GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, s/he cannot return to the suspending school until such time as s/he has demonstrated, by attending another institution, the ability to succeed academically by raising his/her GPA to the retention standards.

4. Reinstatement of Suspended Students at System Institutions

It is the intent of the State Regents that public higher education opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents’ approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

**PART III. PRINCIPLES**

The following principles are intended for use as guidelines for interpretation of policies on admission, retention, and transfer of students at colleges and universities of the State System.
A. Admission of First-Time-Entering Students

1. Any Oklahoma resident, upon graduation from an accredited high school, should have the opportunity of continuing his/her education at some institution in The Oklahoma State System of Higher Education.

2. Admission policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in The Oklahoma State System of Higher Education.

3. There should be sufficient flexibility to permit institutions to make exceptions in worthy and extraordinary cases as provided for under the special admission section. Each case must be documented and the institution must report annually on the exceptions made.

4. Admission policies should be stated in such a manner as to lend themselves to ease of understanding by high school students, parents, counselors, and the public generally.

5. Admission policies should be administratively feasible.

6. Residents of Oklahoma should be given preference.

7. Policies should be periodically and systematically reviewed.

8. Institutional and individual programs' admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).
B. Retention of Students

1. Retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.

2. Retention policies should provide for uniformity in the transfer of students among institutions.

3. Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in the Retention Standards section.

4. Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

5. Students who are suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.

6. Institutional and individual programs' retention standards should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents.

7. There should be sufficient flexibility to permit institutions to make exceptions in worthy and extraordinary cases as noted in the Retention Standards section. Each case must be documented and the institution must report annually on the exceptions made.

Provisions in other State Regents' policies are subject to the requirements specified in this policy.

Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
December 5, 2002

AGENDA ITEM #22-h (1):

Academic Scholars Program

SUBJECT: Academic Scholar Program Awards for Fall 2002

RECOMMENDATION:

It is recommended that the State Regents ratify the Academic Scholars Program recipients for the fall 2002 semester.

BACKGROUND:

The State Regents have allocated $7,500,000 from appropriations made by the 2002 Oklahoma Legislature for the Academic Scholars Program (ASP). Funding is also available from the Academic Scholars Trust Fund. The program provides previously awarded participants funding for tuition, fees, room and board, and required textbooks or materials for up to five (5) years of undergraduate and graduate study, at accredited institutions of higher education in Oklahoma. Beginning with the fall 2000 incoming freshmen, students now receive up to four (4) years of scholarship support. The annual award amounts for the 2002-03 academic year are $5,500 for students attending a comprehensive university, $4,000 for students attending a regional university, and $3,500 for students attending a two-year college.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy (II-5-10).

ANALYSIS:

There are 1,812 participants in the Academic Scholars Program for the 2002 fall semester. In the 2002 freshman class, there are 570 awardees. Thirty-eight percent (214) are National Merit Scholars. The number of freshman Academic Scholars awardees has increased by thirty percent from 2001 when 438 freshmen were admitted to the program. Allocations for the fall 2002 semester total $4,734,000 as shown on the attached schedule. The largest proportion of the Academic Scholars awards goes to the state’s three research universities—University of Oklahoma, Oklahoma State University, and University of Tulsa.

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### Oklahoma State Regents for Higher Education

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**TOTAL PARTICIPANTS** 1,812 4,734,000
AGENDA ITEM #22-h (2):

Smith Cogeneration Scholarship

SUBJECT: Recipients and Awards for 2002-03

RECOMMENDATION:

It is recommended that the State Regents ratify the Smith Cogeneration Scholarship recipients for the 2002-03 academic year.

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 are the trustee of the scholarship fund.

POLICY ISSUES:

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

ANALYSIS:

For the 2002-03 academic year, two scholarship awardees will receive scholarship benefits at Oklahoma colleges. The remaining three recipients have either completed participation in the program, or not enrolled for the 2002-03 academic year. Following is a roster of participants and the award each received for fall 2002.

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<tr>
<th>Institution</th>
<th>Recipient</th>
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<tr>
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<td>University of Central Oklahoma</td>
<td>William Kenyon</td>
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AGENDA ITEM #22-h (3):

Future Teachers Scholarship

SUBJECT: Future Teachers Recipients and Awards for 2002-03

RECOMMENDATION:

It is recommended that the State Regents ratify the Future Teachers Scholarship Program recipients for the 2002-03 academic year.

BACKGROUND:

The State Regents have allocated $100,000 from the appropriation made by the 2002 Oklahoma Legislature for the 2002-03 Future Teachers Scholarship. The provisions of 70 O.S. 1991, Section 698.1 authorize the Oklahoma State Regents to establish and maintain an incentive scholarship program 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 applicable to the costs of tuition, fees, books, materials and room and board.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy (II-6-10).

ANALYSIS:

The critical teacher shortage areas for the 2002-03 academic year are special education, foreign language, science, math, library/media specialist, counseling, speech and language pathology, technology education, and music. One hundred eleven students at 18 institutions have been approved for program awards for the 2002-03 academic year. Attached is a roster of participating students at each college and university.
### UNIVERSITY OF OKLAHOMA

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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**Alternates**

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**TOTAL DISTRIBUTION**

$6,204.00

### OKLAHOMA STATE UNIVERSITY

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$14,050.00
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### TOTAL DISTRIBUTION

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**TOTAL DISTRIBUTION**

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### NORTHEASTERN STATE UNIVERSITY

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### Alternates

| 1 Petrik | Sharon | Broken Arrow | Library Media | PT | 600.00 |
| 2 Jay    | Kerri  | Haskell      | Music         | FT | 600.00 |
| 3 Hall   | Shannon| Oologah      | Library Media | FT | 600.00 |
| 4 Lincoln| Kendra | Sand Springs | Special Education | FT | 600.00 |
| 5 Delay  | Edwina | Muskogee     | Foreign Language | FT | 600.00 |
| 6 Morgan | Chad   | Vinita        | Math          | FT | 600.00 |
| 7 Huffman| Amanda | Tablequah    | Science       | FT | 520.00 |
| 8 Winnie | Suzanne| Broken Arrow | Math          | FT | 520.00 |
| 9 Simmons| Deborah| Ketchum      | Special Education | FT | 520.00 |
| 10 Ross  | Kimberly| Locust Grove | Counseling    | FT | 520.00 |

**TOTAL DISTRIBUTION**

$28,516.00
### NORTHWESTERN OKLAHOMA STATE UNIVERSITY

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</tr>
<tr>
<td>2 Stroud</td>
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<tr>
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<tr>
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<td>Math</td>
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**TOTAL DISTRIBUTION**

$2,041.00

### SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

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<th>First Name</th>
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</thead>
<tbody>
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**TOTAL DISTRIBUTION**

$1,500.00

### SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

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<tr>
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<td>Matthew</td>
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**Alternate**

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**TOTAL DISTRIBUTION**

$5,934.00

### CAMERON UNIVERSITY

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**TOTAL DISTRIBUTION**

$1,500.00

### TULSA COMMUNITY COLLEGE

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<th>Award</th>
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</thead>
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**TOTAL DISTRIBUTION**

$500.00
### UNIVERSITY OF SCIENCE AND ARTS OF OKLAHOMA

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<tr>
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<tr>
<td>2 Statmoen</td>
<td>Evelyn</td>
<td>Lawton</td>
<td>Math</td>
<td>FT</td>
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<tr>
<td>3 Widner</td>
<td>Jonathan</td>
<td>Purcell</td>
<td>Math</td>
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**TOTAL DISTRIBUTION**

$2,925.00

### CARL ALBERT STATE COLLEGE

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</thead>
<tbody>
<tr>
<td>1 Pickel</td>
<td>Jennifer</td>
<td>Poteau</td>
<td>Math</td>
<td>FT</td>
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**TOTAL DISTRIBUTION**

$500.00

### ST. GREGORY'S UNIVERSITY

<table>
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<td>1 Parsons</td>
<td>Steven</td>
<td>Ardmore</td>
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**TOTAL DISTRIBUTION**

$500.00

### THE UNIVERSITY OF TULSA

<table>
<thead>
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<th>Hometown</th>
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<th>FT/PT</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Phillips</td>
<td>Tonya</td>
<td>Enid</td>
<td>Special Education</td>
<td>FT</td>
<td>1,232.50</td>
</tr>
<tr>
<td>2 Bookout</td>
<td>Jennifer</td>
<td>Sand Springs</td>
<td>Music</td>
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<td>1,232.50</td>
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**TOTAL DISTRIBUTION**

$2,465.00

### OKLAHOMA CITY COMMUNITY COLLEGE

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<th>Award</th>
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</thead>
<tbody>
<tr>
<td>1 Nall</td>
<td>Lacey</td>
<td>Oklahoma City</td>
<td>Special Education</td>
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**TOTAL DISTRIBUTION**

$500.00

### SOUTHERN NAZARENE UNIVERSITY

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<th>Award</th>
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</thead>
<tbody>
<tr>
<td>1 Connel</td>
<td>Kerri</td>
<td>Del City</td>
<td>Math</td>
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<tr>
<td>2 Colvard</td>
<td>Heather</td>
<td>Bethany</td>
<td>Math</td>
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**TOTAL DISTRIBUTION**

$1,309.00
**ROGERS STATE UNIVERSITY**

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</thead>
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<tr>
<td>J Davis</td>
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<td>Inola</td>
<td>Math</td>
<td>FT</td>
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TOTAL DISTRIBUTION

**OKLAHOMA PANHANDLE STATE UNIVERSITY**

<table>
<thead>
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<th>First Name</th>
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<td>J Perkins</td>
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<td>Turpin</td>
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TOTAL DISTRIBUTION

Total Awards for 2002-03 $93,759.00
AGENDA ITEM #22-h (4):

Chiropractic Education Assistance Scholarship

SUBJECT: Recipients and Awards for 2002-03

RECOMMENDATION:

It is recommended that the State Regents ratify the Chiropractic Education Assistance Scholarship recipients and authorize payment of awards for the 2002-03 academic year.

BACKGROUND:

The State Regents have allocated $45,000 from appropriations made by the 2002 Oklahoma Legislature for the 2002-03 Chiropractic Education Assistance Scholarship. The purpose of the statutorily established program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading to 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.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy (II-6-24).

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners has approved thirty-five students for the Chiropractic Education Assistance Scholarship for the 2002-03 academic year as reflected below.
### First Year Students

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Year</th>
<th>Institution</th>
<th>2002-03 Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriott</td>
<td>Crystal</td>
<td>1</td>
<td>Parker</td>
<td>$956.25</td>
</tr>
<tr>
<td>Floreani</td>
<td>Steven</td>
<td>1</td>
<td>Cleveland</td>
<td>$956.25</td>
</tr>
<tr>
<td>Larremore</td>
<td>Darrin</td>
<td>1</td>
<td>Cleveland</td>
<td>$956.25</td>
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<tr>
<td>Zoellner</td>
<td>Charles</td>
<td>1</td>
<td>Cleveland</td>
<td>$956.25</td>
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<tr>
<td>Floreani</td>
<td>Steven</td>
<td>1</td>
<td>Parker/Cleveland</td>
<td>$956.25</td>
</tr>
<tr>
<td>Redinger</td>
<td>Darrin</td>
<td>1</td>
<td>Palmer</td>
<td>$956.25</td>
</tr>
<tr>
<td>Wolff</td>
<td>Robert</td>
<td>1</td>
<td>Parker</td>
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</tr>
<tr>
<td>White</td>
<td>Jannell</td>
<td>1</td>
<td>Logan</td>
<td>$956.25</td>
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**Total: $7,650.00**

### Second Year Students

<table>
<thead>
<tr>
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<th>First Name</th>
<th>Year</th>
<th>Institution</th>
<th>2002-03 Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander</td>
<td>Alan</td>
<td>2</td>
<td>Parker</td>
<td>$695.45</td>
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<tr>
<td>Ysbrand</td>
<td>Joseph</td>
<td>2</td>
<td>Parker</td>
<td>$695.45</td>
</tr>
<tr>
<td>Newcomb</td>
<td>Douglas</td>
<td>2</td>
<td>Texas</td>
<td>$695.45</td>
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<tr>
<td>Deen</td>
<td>Margo</td>
<td>2</td>
<td>Palmer-FL</td>
<td>$695.45</td>
</tr>
<tr>
<td>Winfrey</td>
<td>Michael</td>
<td>2</td>
<td>Parker</td>
<td>$695.45</td>
</tr>
<tr>
<td>Cole</td>
<td>Timothy</td>
<td>2</td>
<td>Parker</td>
<td>$695.45</td>
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<tr>
<td>Myers</td>
<td>Sarah</td>
<td>2</td>
<td>Palmer</td>
<td>$695.45</td>
</tr>
<tr>
<td>Terry</td>
<td>Erin</td>
<td>2</td>
<td>Palmer</td>
<td>$695.45</td>
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<tr>
<td>Kasbaum</td>
<td>Jeffrey</td>
<td>2</td>
<td>Parker</td>
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<tr>
<td>Marshal</td>
<td>Ryan</td>
<td>2</td>
<td>Parker</td>
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<tr>
<td>Aiken</td>
<td>Gordan</td>
<td>2</td>
<td>Cleveland</td>
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**Total: $7,649.95**

### Third Year or Second Year Accelerated Students

<table>
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<th>Last Name</th>
<th>First Name</th>
<th>Year</th>
<th>Institution</th>
<th>2002-03 Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evans</td>
<td>William</td>
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<td>Cleveland</td>
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<tr>
<td>Francis</td>
<td>Kip</td>
<td>3</td>
<td>Parker</td>
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<tr>
<td>Guier-Bagnaro</td>
<td>Christine</td>
<td>3</td>
<td>Palmer</td>
<td>$1,237.50</td>
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<tr>
<td>Hicks</td>
<td>Brian</td>
<td>3</td>
<td>Cleveland</td>
<td>$1,237.50</td>
</tr>
<tr>
<td>Ridgway</td>
<td>Dustin</td>
<td>3</td>
<td>Cleveland</td>
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<td>White</td>
<td>Robert</td>
<td>3</td>
<td>Parker</td>
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<td>Grimes</td>
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<td>Tipton</td>
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<td>Cleveland</td>
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<tr>
<td>Wilson</td>
<td>Brian</td>
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<tr>
<td>Sprowls</td>
<td>Jonas</td>
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<td>Blair</td>
<td>Elizabeth</td>
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**Total: $14,850.00**
### Fourth Year or Third Year Accelerated Students

<table>
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<th>Institution</th>
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<tbody>
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<td>Currie</td>
<td>James</td>
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<td>Cleveland</td>
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<td>Moore</td>
<td>Clinton</td>
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<td>Parker</td>
<td>$3,712.50</td>
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<tr>
<td>Bagnaro</td>
<td>Nicholas</td>
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<td>Palmer</td>
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<tr>
<td>Emirch-Sipe</td>
<td>Kristina</td>
<td>3 accelerated</td>
<td>Parker</td>
<td>$3,712.50</td>
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</table>

**Total:** $14,850.00
AGENDA ITEM #22-h (5):

William P. Willis Scholarship Program

SUBJECT: Recipients and Awards for 2002-03

RECOMMENDATION:

It is recommended that the State Regents ratify the William P. Willis Scholarship recipients for the 2002-03 academic year.

BACKGROUND:

The provisions of 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-eight students are nominated for awards each year by the Presidents of Oklahoma State System institutions. Two of the nominees are Northeastern State University students, as provided in statute and State Regents' policy. Interest accrued from the William P. Willis Scholarship Trust will provide each of the 28 nominees an award amount proportional to the costs of attending institutions in each tier.

POLICY ISSUES:

The above recommendation is consistent with State Regents' policy.

ANALYSIS:

The award amount for the 2002-03 academic year for students attending the comprehensive universities is $3,000; for four-year colleges it is $2,400; and for the two-year colleges, $2,000. Eastern Oklahoma State College, Oklahoma State University-OKC, and Redlands Community College did not submit a nominee for the coming academic year. The total distribution for the 2002-03 is $56,800 as reflected on the attached schedule.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Name</th>
<th>Major</th>
<th>Award</th>
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<tbody>
<tr>
<td>OU</td>
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<tr>
<td>OSU</td>
<td>Korby Pogue</td>
<td>Engineering</td>
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<tr>
<td>UCO</td>
<td>Shelly Henry</td>
<td>Chemistry</td>
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<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>
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<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>
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<tr>
<td>SEOSU</td>
<td>Cassie Wilson</td>
<td>Chemistry</td>
<td>$2,400</td>
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<tr>
<td>SWOSU</td>
<td>Brian Meadors</td>
<td>Pharmacy</td>
<td>$2,400</td>
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<tr>
<td>LU</td>
<td>Nalder Farris</td>
<td>Elementary Education</td>
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<tr>
<td>RSU</td>
<td>Stacy Lee</td>
<td>Social Science</td>
<td>$2,400</td>
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<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>
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<td>CASC</td>
<td>Jaclyn Johnson</td>
<td>Allied Health</td>
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<td>CSC</td>
<td>Suni Tuckosh</td>
<td>Education</td>
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<td>EOSC</td>
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<tr>
<td>MSC</td>
<td>Jennifer Yoss</td>
<td>General Studies</td>
<td>$2,000</td>
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<tr>
<td>NEOAM</td>
<td>Rebecca Gault</td>
<td>Elementary Education</td>
<td>$2,000</td>
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<td>NOC</td>
<td>Stacy Conaghan</td>
<td>Nursing</td>
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<td>OCCC</td>
<td>Anna Williams</td>
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<td>OSU-OKC</td>
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<td>Redlands</td>
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<td>ROSE</td>
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<td>SSC</td>
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<td>Undeclared</td>
<td>$2,000</td>
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<td>WOSC</td>
<td>Dustin Balderas</td>
<td>Liberal Arts</td>
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<tr>
<td>TCC</td>
<td>Katherine Rockstroh</td>
<td>Psychology</td>
<td>$2,000</td>
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</table>

Total Awards for 2002-03 $56,800
AGENDA ITEM #22-i:

Non-academic Degrees

SUBJECT: Cameron University - Posthumous Degree

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of nonacademic degree as listed below:

BACKGROUND:

Cameron University made a request to award a posthumous Bachelor of Science degree to Ms. Bambi Lyne Rather Nickerson. She had completed the course work required for a Bachelor of Science Degree in Psychology. She died in an automobile accident on May 22, 2002.

POLICY ISSUES:

This request is consistent with State Regents’ policy which states such degrees are generally given to a student deceased in his/her last semester of study. The proposed diploma for the posthumous degree is attached for State Regents’ ratification.
The Oklahoma State Regents for Higher Education
Acting Through

Cameron University

make known that

Bambi Lyne Rather-Nickerson

having completed the requirements for the posthumous award of
the degree of

Bachelor of Science

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 Cameron University at Lawton, Oklahoma, this
fourteenth day of December, Two Thousand Two.

FOR THE STATE REGENTS:

[Signatures]

Chairman
Secretary
Chancellor

FOR THE UNIVERSITY:

[Signatures]

Mary Jane Nickerson
Chairman, Board of Regents

[Signature]
President

[Signature]
Provost
AGENDA ITEM #22-j:

Resolution

RECOMMENDATION:

It is recommended that the State Regents ratify resolutions listed below and attached.

BACKGROUND:

1. Resolution commending Dr. Martha Nagle, Director of Research – Early Intervention and Workforce Preparation, and Director of the Oklahoma Campus Compact who is retiring after many years of service to Oklahoma higher education.
WHEREAS, Dr. Martha Nagle was employed by the State Regents in March 1989; and,

WHEREAS, Dr. Nagle served the State Regents as Institutional Researcher/Analyst, Associate Vice Chancellor for Academic Affairs, Director of Research – Early Intervention and Workforce Preparation, and Director of the Oklahoma Campus Compact; and,

WHEREAS, Dr. Nagle provided the staff leadership and chief architectural design of the State Regents' Academic Planning and Resource Allocation initiative, an effort designed to delete low priority and less productive programs and reallocate resources to top campus priorities and an initiative that has resulted in the net deletion of 424 programs; and,

WHEREAS, Dr. Nagle provided strong staff leadership in the development of the State System course and program inventory data base, a streamlined and responsive system for addressing institutional program requests, and a new program approval and review policy to ensure the vitality and support of programs offered at Oklahoma colleges and universities; and,

WHEREAS, Dr. Nagle has ably used her talents on multiple issues, problems, and initiatives as assigned by the Chancellor, including oversight and strengthening of the Regents' Smart Start program; research contributing toward controversial studies and initiatives considered by the Regents; and leadership of the new Oklahoma Campus Compact initiative; and,

WHEREAS, Martha Nagle has ably represented the Chancellor and State Regents on numerous national committees and organizations; and,

WHEREAS, Martha Nagle has brought to the State Regents' office a strong background from her service as Assistant to the Provost of the OU Health Sciences Center, Dean of Students at Oklahoma City University, and Research Psychologist; and strong academic credentials with her M.A. and Ph.D. in Experimental Psychology from the University of California, Santa Cruz and her B.A. in Russian Literature from Radcliffe College; and,

WHEREAS, Dr. Martha Nagle will retire on December 1, 2002, after 13 years of service to the State Regents and a three-decade record of service to Oklahoma higher education.

NOW, THEREFORE, BE IT RESOLVED, that the Oklahoma State Regents for Higher Education in meeting on December 5, 2002:

1. Join Chancellor Hans Brisch in recognizing the accomplishments, leadership, and contribution of Martha Nagle to Oklahoma higher education and the work of the Oklahoma State Regents for Higher Education.

2. Extend best wishes to Martha Nagle on her retirement and express heartfelt appreciation for her loyalty and dedication.

James D. Harrel, Secretary

Carl Renfro, Chairman

I hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on December 5, 2002.

Hans Brisch, Chancellor
AGENDA ITEM #22-k:

Capital


RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of October 20, 2002, through November 18, 2002.

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 October 20, 2002, through November 18, 2002, is attached. This listing is provided to the Regents for ratification.

POLICY ISSUES:

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

ANALYSIS:

The attached listing includes allotments made from State Funds, Section 13/New College Funds and Section 13 Offset Funds. The total amount of capital allotments made for this period is $4,884,478. This total is represented by $407,500 in Section13/New College allotments and $4,476,978 in State Fund allotments.
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<th>Project Name</th>
<th>Date Alotted</th>
<th>Section 13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
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**System Totals**

| 407,500 | 4,476,978 | 4,884,478 |
AGENDA ITEM #22-l:

Regents Education Program

SUBJECT: Regents Education Program offerings

RECOMMENDATION:

It is recommended that the State Regents ratify the education events described below for Regents Education Program credit.

BACKGROUND:

Throughout the year, institutions and other organizations hold seminars, lectures, or other events that are beneficial to the state’s 128 regents and trustees. The State Regents also hold conferences relating to high priority issues and items on their workplan that are of benefit to the state’s regents and trustees. If the events meet the criteria established in the Regents’ Education Program, the Chancellor, in accordance with authority delegated to him in the Regents’ Rules of Operation, alerts board members that the events qualify toward meeting the 15-hour continuing education credit requirement for new/reappointed board members. Such action is ratified by the State Regents at the next regular meeting.

POLICY ISSUES:

One event has qualified for credit under the Regents Education Program guidelines and procedures and need board ratification as noted below.

ANALYSIS:

The following offerings have been authorized for Regents Education Program credit. Ratification by the State Regents is requested.

TITLE: Inaugural Intercultural Communication and Education Symposium.
HOST: Rose State College
DATE: February 6-7, 2003
LOCATION: Rose State College, Communications Center
REP CREDIT: 4 hours Issues
AGENDA ITEM #23-a:

Reports.

SUBJECT: Status Report on Program Requests.

RECOMMENDATION:

This is an information item.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 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. Letter of Intent
II. Degree Program Requests Under Review
III. Approved New Program Requests
IV. Requested Degree Program Deletions
V. Approved Degree Program Deletions
VI. Requested Degree Program Name Changes
VII. Approved Degree Program Name Changes
VIII. Completed Cooperative Agreements
IX. Suspended Programs
X. Approved Inventory Reconciliations
CURRENT DEGREE PROGRAM INVENTORY  
December 5, 2002  
(Table reflects actions taken at the November 1, 2002 State Regents’ meeting)

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<th>Institution</th>
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<th>Associate in Applied Science</th>
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System Total       | 1,697           | 288                                     | 267                          | 598           | 265      | 107      | 10               | 1,535 | 162          |
## I. Letter of Intent

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<td>9/19/01</td>
</tr>
<tr>
<td>OUHSC</td>
<td>Master of Science in Geriatrics</td>
<td>9/19/01</td>
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<tr>
<td>Rose</td>
<td>Associate in Applied Science in Engineering Technician</td>
<td>11/13/01</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Science in Preprofessional Science</td>
<td>12/13/01</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Associate in Applied Science in Public Transportation Security</td>
<td>2/15/02</td>
</tr>
<tr>
<td>Rose</td>
<td>Associate in Applied Science in Industrial and Business Security</td>
<td>2/15/02</td>
</tr>
<tr>
<td>OCCC</td>
<td>Certificate in Bioinformatics</td>
<td>3/15/02</td>
</tr>
<tr>
<td>RCC</td>
<td>Associate in Science in Agriculture Farm &amp; Ranch Management</td>
<td>3/15/02</td>
</tr>
<tr>
<td>NSU</td>
<td>Bachelor of Business Administration in Entrepreneurship</td>
<td>5/15/02</td>
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<tr>
<td>Rose</td>
<td>Associate in Applied Science in Geographic Information Systems Technology</td>
<td>6/11/02</td>
</tr>
<tr>
<td>Rose</td>
<td>Associate in Applied Science in Laboratory Science Technology</td>
<td>6/11/02</td>
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<tr>
<td>Rose</td>
<td>Associate in Science in Geosciences</td>
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<td>Rose</td>
<td>Associate in Science in Meteorology</td>
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<td>OCCC</td>
<td>Certificate in Website Technology</td>
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<td>SWOSU</td>
<td>Associate in Applied Science in Space Industry</td>
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<tr>
<td>SWOSU</td>
<td>Bachelor of Science in Space Information Systems</td>
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<td>SWOSU</td>
<td>Bachelor of Science in Space Technologies</td>
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</tr>
<tr>
<td>OSU-OKC</td>
<td>Associate in Applied Science in Hotel and Restaurant Administration</td>
<td>7/24/02</td>
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<tr>
<td>OSU-OKC</td>
<td>Certificate in Hotel and Restaurant Administration</td>
<td>7/24/02</td>
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<tr>
<td>OSU</td>
<td>(graduate) Certificate in Family Financial Planning</td>
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<tr>
<td>OCCC</td>
<td>Associate in Applied Science in Database Management</td>
<td>10/25/02</td>
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<tr>
<td>OCCC</td>
<td>Associate in Applied Science in Network Technology</td>
<td>10/25/02</td>
</tr>
<tr>
<td>RCC</td>
<td>Certificate in Early Childhood Center Management</td>
<td>11/1/02</td>
</tr>
<tr>
<td>RCC</td>
<td>Certificate in Para-Education</td>
<td>11/5/02</td>
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</table>
## II. Degree Program Requests Under Review

**July 1, 2002 to present**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program</th>
<th>Date Rec'd</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU</td>
<td>Bachelor of Fine Arts in Theatre</td>
<td>10/31/01</td>
<td>undergoing review</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Associate in Science in General Studies</td>
<td>4/24/02</td>
<td>undergoing review</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in Computer Information Systems - Digital Video</td>
<td>10/21/02</td>
<td>December 5, 2002</td>
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<tr>
<td>TCC</td>
<td>Certificate in Computer Information Systems - Web Design</td>
<td>10/21/02</td>
<td>December 5, 2002</td>
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## III. Approved New Program Requests

**July 1, 2002 to present**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>Associate in Science in Computer Information Systems</td>
<td>7/12/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Certificate in Early Care Education Administration</td>
<td>8/5/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>OU</td>
<td>Master of Arts in Organizational Dynamics</td>
<td>6/26/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>RSU</td>
<td>Bachelor of Science in Business Administration</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Applied Science in Chemical Laboratory Technology</td>
<td>9/23/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Applied Science in Telecommunications Management</td>
<td>6/11/02</td>
<td>November 1, 2002</td>
</tr>
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</table>
## IV. Requested Degree Program Deletions

July 1, 2002 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Scheduled for Action</th>
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<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Electronic Engineering Technology (021)</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
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<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Medical Secretarial Technology (028)</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
</tr>
<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Machine Tool Technology (029)</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
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<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Design Drafting Technology (040)</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
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<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Food Service Management (Baking) (045)</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
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<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Industrial Electrical Technology (052)</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
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<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Digital Graphics Technology (083)</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
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<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Ford ADEPT (084)</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
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<tr>
<td>MSC</td>
<td>Associate in Applied Science in Behavioral Science (056)</td>
<td>10/25/02</td>
<td>December 5, 2002</td>
</tr>
<tr>
<td>RCC</td>
<td>Associate in Applied Science in Computer Science Technology (046)</td>
<td>11/5/02</td>
<td>December 5, 2002</td>
</tr>
<tr>
<td>RCC</td>
<td>Associate in Applied Science in Administrative Management and Technology (037)</td>
<td>11/5/02</td>
<td>December 5, 2002</td>
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V. Approved Degree Program Deletions

July 1, 2002 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program (program code)</th>
<th>Date Rec'd</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWOSU</td>
<td>Bachelor of Arts in Geography (017)</td>
<td>6/17/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>TCC</td>
<td>Certificate in Medical Office Administration (183)</td>
<td>7/18/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>EOSC</td>
<td>Associate in Arts in Art (004)</td>
<td>7/22/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>NWOSU</td>
<td>Bachelor of Arts in Library Media Specialist (023)</td>
<td>8/6/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Certificate in Management/Marketing Skills (101)</td>
<td>8/2/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Science in Education/Secondary (017)</td>
<td>8/2/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Certificate in Surgical Technology (065)</td>
<td>8/2/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Applied Science in Medical Assistant (116)</td>
<td>8/2/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Certificate in Medical Assistant (115)</td>
<td>8/2/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Arts in Journalism (028)</td>
<td>8/2/02</td>
<td>September 13, 2002</td>
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<td>Associate in Applied Science in Semiconductor Manufacturing Technology (229)</td>
<td>8/28/02</td>
<td>November 1, 2002</td>
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<tr>
<td>RCC</td>
<td>Certificate in Ranch Management (053)</td>
<td>9/12/02</td>
<td>November 1, 2002</td>
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<tr>
<td>RCC</td>
<td>Certificate in Life Enrichment (051)</td>
<td>9/12/02</td>
<td>November 1, 2002</td>
</tr>
<tr>
<td>RSU</td>
<td>Associate in Applied Science in Social and Behavioral Studies (095)</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
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</tbody>
</table>

VI. Requested Degree Program Name Changes

July 1, 2002 to present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Program Name (program code)</th>
<th>Proposed Program Name</th>
<th>Date Rec'd</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCO</td>
<td>Bachelor of Science in Medical Technology (123)</td>
<td>Bachelor of Science in Clinical Laboratory Science/Medical - Technology</td>
<td>10/25/02</td>
<td>December 5, 2002</td>
</tr>
<tr>
<td>OSU</td>
<td>Master of Science in Applied Behavioral Studies (068)</td>
<td>Master of Science in Educational Psychology</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
</tr>
<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Automotive Body Technology (003)</td>
<td>Associate in Applied Science in Automotive Collision Repair Technology</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
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<tr>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Watch and Micro-Instrument Repair Technology (043)</td>
<td>Associate in Applied Science in Watchmaking and Microtechnology</td>
<td>11/6/02</td>
<td>December 5, 2002</td>
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</tbody>
</table>
### VII. Approved Degree Program Name Changes

**July 1, 2002 to present**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Program Name (program code)</th>
<th>Proposed Program Name</th>
<th>Date Rec’d</th>
<th>Date Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU-OKC</td>
<td>Associate in Science in Fire Protection Technology (067)</td>
<td>Associate in Science in Fire Protection and Safety Technology</td>
<td>7/1/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>OSU-OKC</td>
<td>Associate in Applied Science in Interpreter Training (063)</td>
<td>Associate in Applied Science in Sign Language Interpretation</td>
<td>7/1/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Science in Child Development and Family Relations (246)</td>
<td>Associate in Science in Child Development</td>
<td>7/16/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>TCC</td>
<td>Associate in Applied Science in Electrical Engineering Technology (116)</td>
<td>Associate in Applied Science in Electronics Technology</td>
<td>7/16/02</td>
<td>September 13, 2002</td>
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<tr>
<td>OPSU</td>
<td>Bachelor of Science in Natural Science (018)</td>
<td>Bachelor of Science in Physical Science</td>
<td>7/31/02</td>
<td>September 13, 2002</td>
</tr>
<tr>
<td>NEOAMC</td>
<td>Associate in Arts in Television (053)</td>
<td>Associate in Arts in Mass Communications</td>
<td>8/2/02</td>
<td>September 13, 2002</td>
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<tr>
<td>NEOAMC</td>
<td>Associate in Arts in Social Science (044)</td>
<td>Associate in Arts in History</td>
<td>8/2/02</td>
<td>September 13, 2002</td>
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<tr>
<td>RSU</td>
<td>Associate in Arts in Elementary Education (011)</td>
<td>Associate in Arts in Early Childhood/Elementary Education</td>
<td>9/5/02</td>
<td>November 1, 2002</td>
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</table>

### VIII. 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>
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</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>
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<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>
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### IX. Suspended Programs

July 1, 2002 to present

<table>
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<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>
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</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>
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<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>
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<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>
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<tr>
<td>RCC</td>
<td>Associate in Applied Science in Laboratory Animal Science Technology (075)</td>
<td>11/4/02</td>
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### X. Approved Inventory Reconciliations

July 1, 2002 to present

<table>
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<th>Program (program code)</th>
<th>Date Rec'd</th>
<th>Status</th>
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<tbody>
<tr>
<td>NWOSU</td>
<td>Master of Education in School Psychometrist (048)</td>
<td>9/24/02</td>
<td>November 1, 2002</td>
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<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>
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<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 #23-b:

Report.


RECOMMENDATION:

This item is for information.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated to the Chancellor authority to approve minor exceptions/clarifications to State Regents’ policy that will not result in a broadscale circumvention of policy. All exceptions so granted are to be reported to the State Regents. This is the twenty-second report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Five exceptions to the State Regents’ academic policy have been granted by the Chancellor since the last report in September 2002.

ANALYSIS:

University of Oklahoma (OU)

September 19, 2002

An exception to the Undergraduate Degree Requirements Policy, which requires 15 of the final 30 credit hours applied toward a baccalaureate degree be completed at the degree-granting institution, was granted to OU to waive this requirement for a student who completed 12 of the last 30 hours in residence. The exception was based on the student’s completion of all but 24 hours in residence at OU and the completion of all other degree requirements.

Oklahoma State University (OSU)

August 27, 2002

An exception to the Undergraduate Degree Requirements Policy, which requires 15 of the final 30 credit hours applied toward a baccalaureate degree be completed at the degree-granting institution, was granted to OSU to waive this requirement for a student who completed 21 of the last 30 hours out of residence. The exception is based on the student meeting all other degree requirements and the fact that the student was misadvised.
**September 4, 2002**

An exception to the Undergraduate Degree Requirements Policy, which requires 15 of the final 30 credit hours applied toward a baccalaureate degree be completed at the degree-granting institution, was granted to OSU to waive this requirement for a student who completed 24 of the last 30 hours out of residence. The exception is based on the fact that all but one of the courses taken out of residence were not needed for the degree, and all baccalaureate degree requirements were met at the institution.

**Northeastern State University (NSU)**

**August 27, 2002**

An exception to the Undergraduate Degree Requirements Policy, which requires that baccalaureate degrees be based on a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution, was granted to NSU to waive one hour of this requirement for a student. The exception is based on the student meeting all other degree requirements and the necessary number of upper-division credit hours, and the student’s exceptional academic performance.

**Redlands Community College (RCC)**

**September 12, 2002**

An exception to the Admission Policy, which states that off-campus high school concurrent enrollment courses be taught by regular faculty whose primary employment is as a faculty member at the institution delivering the course, was granted to RCC to allow specific part-time faculty to teach concurrent enrollment courses. The exception was based on the fact that the faculty members met all qualifications of regular full-time faculty at RCC and had been approved by the respective department chairs and deans.
AGENDA ITEM #23-c (I):

Reports

SUBJECT: Oklahoma Higher Learning Access Program 2001-02 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The Oklahoma Higher Learning Access Program (OHLAP) was created by the Oklahoma Legislature in 1992. The program is designed to encourage high school students with limited family financial resources to plan and prepare themselves for postsecondary education. A college tuition scholarship is used as an incentive for students to successfully complete a college preparatory core curriculum and abide by certain conduct standards. Students must enroll in the program during the 8th, 9th, or 10th grade. From 1992 to 1999 the family income limit for participation was $24,000. For the 1999-2000 school year, the Legislature increased the limit to $32,000. During the 2000 session, the Legislature further increased the family income dramatically—from $32,000 to $50,000 for those enrolling in 2000-2001 and thereafter.

To date, the Legislature has appropriated a total of $13.8 million strictly for the payment of OHLAP scholarships. The current annual “base” appropriation is $4.7 million.

POLICY ISSUES:

The OHLAP program is an integral part of the State Regents’ Brain Gain 2010 initiative to increase the number of college graduates in Oklahoma.

ANALYSIS:

The attached report highlights high school and college performance measures of students eligible for the OHLAP scholarship. It also summarizes enrollment in the program and scholarship payments to date.

Following are some of the major developments in OHLAP during the 2000-01 year:

★ **First OHLAP Students Earn College Degrees at a High Rate:** Over half (54%) of the OHLAP scholarship recipients from the high school class of 1996 have earned college degrees. This is nearly 20% above the 35% degree-completion rate for all first-time, full-time freshmen college students.

★ **2002 OHLAP High School Grads Set New Completion Record:** Over 67% of the students enrolled in OHLAP from the 2002 high school graduating class completed the program requirements to become eligible for the OHLAP scholarship. That’s an increase of nearly 6% from the 61% completion rate of the 2001 class.
**Significant Enrollment Increases Continue:** Nearly 7,000 students from 2001-02 high school sophomore class (Class of 2004) are enrolled in OHLAP; an increase of 18% over the enrollment of the class of 2003.

**Scholarship Costs Rising Dramatically:** Expenditures for the OHLAP scholarships rose to nearly $3 million in 2001-02, an increase of 26% from 2000-01. Based on current enrollment trends, scholarship costs are expected to grow dramatically every year.

<table>
<thead>
<tr>
<th>Costs Projections (in $millions)</th>
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<tbody>
<tr>
<td>2001-02 actual</td>
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<tr>
<td>2002-03 projected</td>
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AGENDA ITEM #23-d:

Published Materials

2002 Report Card on Oklahoma Higher Education

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Oklahoma State Regents for Higher Education produce and distribute more than 35 publications each year to inform various audiences and constituencies of higher education policies, programs, services and benefits and to increase awareness and support of higher education’s objectives, goals, accomplishments and needs.

POLICY ISSUES:

The production and distribution of these materials is consistent with a recommendation made by the Citizens' Commission on the Future of Oklahoma Higher Education to better publicize higher education services and benefits. These activities are also consistent with the State Regents’ Brain Gain 2010 initiatives.

ANALYSIS:

The State Regents produced and distributed the following publication during October/November 2002.

The Plan [for College] Student Activity Booklet 2002-2003
One hundred and fifty-five thousand (155,000) student activity booklets related to the GEAR UP The Plan (for college) video have been distributed, along with the video and instructor’s guide, to every Oklahoma public and private school with 5th through 7th grade students, libraries and home school organizations. The booklets provide several entertaining exercises to reinforce the college planning concepts presented in the video. This is the third year the student activity booklets have been produced.

2002 Report Card on Oklahoma Higher Education
Twenty-five hundred (2,500) comprehensive accountability reports on Oklahoma Higher Education have been produced for distribution to regents; college and university presidents, public information officers and other administrators; State Higher Education Executive Officers; the governor and his cabinet; legislators; and state and national media. The report card outlines state progress while providing comparative national figures in areas such as preparation, participation, student affordability, completion, benefits, resources and funding. This is the third year the report card has been produced.