NOTE

This document contains recommendations and reports to the State Regents regarding items on the May 24, 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 May 24, 2002.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Research Park, Oklahoma City

A G E N D A

Friday, May 24, 2002--12 noon
State Regents Conference Room
Chairman Joe Mayer Presiding

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

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

3. Minutes of Previous Meetings. Approval of minutes.


STUDENTS


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

FISCAL

7. Tuition and Fees. Approval of tuition and fee rates for FY 03. Page 3.

8. E&G Budget. Approval of allocation of state-appropriated funds to institutions and programs for FY 03 and approval of adjustments to allotments for FY 02. Page 5.


ACADEMIC

11. **Systemwide Business Program Review.** Acceptance of the report on institutional progress in implementing the review team’s recommendations. Page 17.

12. **Student Assessment.** Acceptance of annual institutional student assessment reports. Page 23.

13. **Policy, System.** Approval of posted revisions to the “Criteria for Admission to Teacher Education in Oklahoma Institutions of Higher Education” providing a third performance criterion for admission to teacher education degree programs. Page 27.

14. **Policy, Institution.**
   
a. Posting of revisions to the “Function and Operating Policy for the OU/OSU Graduate Education and Research Center, Tulsa” concerning the operation of the University of Oklahoma (OU)/Oklahoma State University (OSU) Graduate Education and Research Center. Page 31.

b. Posting of request from the University of Oklahoma to increase undergraduate admission standards. Page 39.

15. **New Programs.**
   
a. University of Oklahoma Health Sciences Center. Approval of request to offer the Master of Science in Genetic Counseling. Page 46.

b. Oklahoma State University Technical Branch--Okmulgee. Approval of request to offer the Associate in Science in Information Technologies. Page 50.

c. Northeastern State University. Approval of request to offer the Bachelor of Science in Athletic Training and Bachelor of Science in Environmental Science. Page 56.

d. Southeastern Oklahoma State University. Approval of request to offer the Bachelor of Science in Biotechnology. Page 62.

e. Connors State College. Approval of request to offer the Associate in Science in Horticulture. Page 66.

f. Redlands Community College. Approval of request to offer the Associate in Arts in Family Studies and Child Development (includes approval to offer via electronic delivery). Page 70.

16. **Programs--Electronic Delivery.**
   
a. University of Oklahoma Health Sciences Center. Approval of request to offer the Bachelor of Science in Dental Hygiene via electronic delivery. Page 74.

b. Southwestern Oklahoma State University. Approval of request to offer the Bachelor
of Business Administration via electronic delivery.  Page 75.

c. Cameron University.  Approval of request to expand sites receiving the Master of Business Administration including electronic delivery.  Page 78.

d. Carl Albert State College.  Approval of request to offer the Associate in Arts in Business Administration, Associate in Arts in Social Sciences, Associate in Arts in Psychology/Sociology, and Associate in Applied Science in Computer Technology via electronic delivery.  Page 80.

17. **Program Deletion.** Approval of requests from Northeastern State University, Northeastern Oklahoma A&M College, and Rose State College for program deletions.  Page 84.

   **STUDENT SERVICES,**
   **SYSTEM ADVANCEMENT AND ECONOMIC DEVELOPMENT**

18. **Educational Planning and Assessment System (EPAS).**


19. **Oklahoma Louis Stokes Alliance.** Approval of final year grant to six institutions to support a summer bridge program to provide mathematics and science courses with research experience to students.  Page 90.

20. **Child Care Education.** Approval of contract between the Department of Human Services and the State Regents for FY 02 two-year college Scholars for Excellence in Child Care programs.  Page 92.


   **EXECUTIVE**

22. **OneNet.**

   a. Acceptance of funds from the State Department of Education to provide continued hardware, engineering, and technical support for the Virtual Internet School of Oklahoma project.  Page 104.

   b. Approval of addendum to the congressional funded Ponca City Bandwidth Project Agreement between the State Regents and Cimarron Broadband Project, Inc.  Page 106.

24. **Commendations.** Recognition of State Regents staff for service and recognitions on state and national projects.  

Page 110.

**CONSENT DOCKET**

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

a. **Programs.**

(1) Approval of institutional requests for program modifications. Page 112.

(2) Ratification of approved institutional requests for program modification. Page 118.

(3) Ratification of requests for final program approvals for degree programs at the University of Oklahoma, Murray State College, Oklahoma City community College, and Western Oklahoma State College. Page 120.

(4) Ratification of approved institutional request for program reinstatement. Page 125.

(5) Ratification of approved institutional request for program suspension. Page 128.

(6) Ratification of approved course and program offerings for the Southern Regional Electronic Campus. Page 130.

b. **Cooperative Agreements.** Ratification of approved institutional requests for cooperative agreements. Page 133.

c. **Academic Restructuring.** Approval of request from Oklahoma State University for academic restructuring. Page 136.


e. **Supplemental Allocations.** Ratification of supplemental E&G Budget allocations. Page 142.

f. **Agency Operations.**

(1) Ratification of agency purchases over $25,000. Page 144.

(2) Ratification of Tulsa Research and Graduate Education Center Agreement with Boards of Regents for the A&M Colleges and University of Oklahoma. Page 148.

g. **Nonacademic Degrees.**
(1) University of Oklahoma. Ratification of approved request to award two posthumous degrees. Page 152.

(2) Cameron University. Ratification of approved request to award a posthumous degree. Page 156.

(3) Langston University. Ratification of approved requests to award one honorary degree posthumously, one honorary degree, and one posthumous degree. Page 158.

(4) Eastern Oklahoma State College. Ratification of approved request to award a posthumous degree. Page 164.

h. Administrative Procedures Act. Final approval to revised rules for the Faculty Advisory Committee and continuation of rule revocation process pursuant to the Oklahoma Administrative Procedures Act. Page 166.


26. 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.

31. 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."
   a. Approval of declaration regarding Quartz Mountain Revolving and HB 2524 passed on May 23 and sent to the Governor which would allow the Oklahoma Tourism and Recreation Department unlimited access to the fund.
32. Announcement of Next Regular Meeting--9 a.m., Thursday, June 27, 2002, at State Regents office.

33. Adjournment.
26. **Reports.**


c. Annual Reports.


(2) Chiropractic Education Assistance Scholarship. *Page 198.*

(3) Future Teachers Scholarship Program. *Page 200.*

(4) Regional University Baccalaureate Scholarship. *Page 202.*

(5) Smith Cogeneration Scholarship. *Page 204.*


AGENDA ITEM #5:

Students

SUBJECT:

Chancellor’s Scholars FY 2003 Awards

RECOMMENDATION:

It is recommended that the State Regents approve individuals listed below as Chancellor's Scholars for the 2002-2003 academic year and authorize payment of the scholarship award.

STAFF ANALYSIS:

On March 14, 1990, the State Regents and a group of citizens organized an event honoring Chancellor Hans Brisch on the occasion of his 50th birthday. To commemorate the occasion, a fundraising target of $50,000 ($1,000 for each year) was set and achieved. Proceeds are to be used as scholarships for high achieving students whose community service and leadership mark them as tomorrow's leaders. The Chancellor, State Regents, and executive staff have added additional funds to the Chancellor’s Scholarship Fund since that time. The new contributions largely represent honoraria received from external organizations for lectures, presentations, and consulting. The fund’s accrued interest is sufficient to make five $1,000 awards for the 2002-2003 academic year.

Chancellor's Scholars are to be selected primarily on the basis of (1) outstanding leadership and (2) demonstrated commitment to the enhancement of the community. Community commitment is demonstrated through the student's involvement in the initiation of a high school and/or community program or project that resulted in an improvement of the learning environment of the school or the social betterment of the community. Candidates for the FY 2003 Chancellor's Scholars awards must be entering freshmen with high academic achievement.

Individuals chosen as Chancellor's Scholars will bring a vibrant, energetic presence to Oklahoma campuses, adding to the intellectual environment.

The five students chosen for FY 2003 awards are:

Melanie Marks, Yukon
Scott Mason, Cordell
LienAnh Pham, Warr Acres
Jennifer Rogers, Canton
Jill Webster, Oktaha
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 24, 2002

AGENDA ITEM #7:

Tuition and Fees

SUBJECT: Approval of Institutional Requests for Resident and Nonresident Tuition and Student Fees for FY2003

RECOMMENDATION:

It is recommended that the State Regents approve the proposed resident and nonresident tuition and institutional requests for special fees, activity fees and systemwide fees for fiscal year 2003 as reported on the attached schedules.

BACKGROUND:

This item presents institutional requests for increases, decreases and changes to resident and nonresident tuition, special fees, activity fees and systemwide fees for FY2003. This item also recommends approval of the implementation of summer tuition rates for the Medicine, Dentistry and Physician Associate programs and the establishment of hourly tuition rates for all professional programs at the Health Sciences Center. State Regents posted the maximum tuition rates and institutional fee requests on April 4, 2002 and held a public hearing on May 1, 2002. Institutional governing boards have approved changes in tuition and fees for their respective institutions. Presidents of institutions in the state system have notified the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives and the Administrative Rule Review Committee of the proposed increases in student fees. State Regents’ staff will notify the Governor, the Senate Pro Tempore and the Speaker of the House of Representatives of the approved resident and nonresident tuition rates for FY2003.

Tuition Increases:

Senate Bill No. 596 of the 2001 legislative session amended 70 O.S. 1991, § 3218.8 and 70 O.S. Supp. 2000, § 3218.8a authorizing the Oklahoma State Regents for Higher Education, beginning with the 2001-2002 academic year and each academic year thereafter through the 2005-2006 academic year, 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 semester credit hour by an amount not to exceed nine percent (9%) of the nonresident tuition per semester credit hour for the preceding academic year.

This bill also authorizes the Oklahoma State Regents for Higher Education, beginning with the 2001-2002 academic year and each academic year thereafter through the 2005-2006 academic year, 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.
Student Fee Increases:
70 O.S. Supp. 1999, § 3218.2 authorizes the Oklahoma State Regents for Higher Education to establish fees to be required of students receiving instruction or other academic services provided by institutions of higher education within limits prescribed by the Legislature. Institutions have requested such fees and have provided justifications for the requests, the total revenue to be collected from the fee and the use of that revenue.

POLICY ISSUES:

This item is consistent with the Policy and Procedures Relating to Tuition and Student Fees (II-4-37).

ANALYSIS:

Resident and Nonresident Tuition

Undergraduate and Graduate

At the undergraduate level and the graduate level, each institution requested increases of 7% for resident tuition and 9% for nonresident tuition with the following exceptions:

- Oklahoma State University
- Langston University
- Connors State College
- OSU – Oklahoma City Technical Branch
- OSU – Okmulgee Technical Branch
- OU and OSU Graduate Programs in Tulsa

. Oklahoma State University requested increases of 7% for resident tuition and 7% for nonresident tuition. Langston University requested tuition increases of 4% for resident students and 6% for nonresident students. Connors State College requested increases of 5% for resident tuition and 9% for nonresident tuition. OSU – Oklahoma City and OSU – Okmulgee Technical Branches have requested tuition increases of 6.3% for resident tuition and 6.7% for nonresident tuition. The OU and OSU Graduate programs in Tulsa will see tuition increases of 4.8% for resident tuition and 7.0 percent for nonresident tuition.

Depending upon the institution, resident students will pay from $1.70 to $6.40 more per credit hour than in FY2002. Nonresident students will pay from $5.15 to $18.45 more per credit hour than in FY2002. The range of per credit hour tuition increases from low to high are listed below:

<table>
<thead>
<tr>
<th>Division</th>
<th>Resident Tuition</th>
<th>Nonresident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Lower</td>
<td>1.70</td>
<td>4.55</td>
</tr>
<tr>
<td></td>
<td>5.15</td>
<td>13.30</td>
</tr>
<tr>
<td>Upper</td>
<td>2.15</td>
<td>4.85</td>
</tr>
<tr>
<td></td>
<td>6.10</td>
<td>15.00</td>
</tr>
<tr>
<td>Graduate</td>
<td>2.80</td>
<td>6.40</td>
</tr>
<tr>
<td></td>
<td>7.15</td>
<td>18.45</td>
</tr>
</tbody>
</table>
Professional Programs

At the professional level, each program except the OU Law Center and the OSU Veterinary Medicine program has requested increases of 10% for resident tuition and 15% for nonresident tuition. The OU Law Center requested a 10% increase in resident tuition and a 10% increase in nonresident tuition. The OSU Veterinary Medicine program requested a 7% tuition increase for both resident and nonresident tuition. An increase of 7% for both resident and nonresident tuition is recommended for National Technological University Courses.

At the two comprehensive universities, resident students enrolled in professional programs will pay from $150.00 to $525.35 more per semester than in FY2002 and nonresident students will pay from $334.50 to $1,212.15 more per semester than in FY2002.

<table>
<thead>
<tr>
<th>Programs</th>
<th>Resident Tuition</th>
<th>Nonresident Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Health Sciences Center</td>
<td>$150.00</td>
<td>$525.35</td>
</tr>
<tr>
<td>Audiology</td>
<td>Medicine</td>
<td>Audiology</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>$227.70</td>
<td>$525.35</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>Osteopathic Medicine</td>
<td>Veterinary Medicine</td>
</tr>
</tbody>
</table>

At other institutions, resident students enrolled in professional programs will pay an additional $283.25 per semester for the Optometry program at Northeastern State University, an additional $22.00 per credit hour for the Doctor of Pharmacy Alternate Pathway Program at Southwestern Oklahoma State University and an additional $7.60 per credit hour for the Physical Therapy program at Langston University. Nonresident students will pay an additional $637.75 per semester for the Optometry program at Northeastern State University, an additional $77.60 per credit hour for the Doctor of Pharmacy Alternate Pathway Program at Southwestern Oklahoma State University and an additional $28.35 per credit hour for the Physical Therapy program at Langston University.

The University of Oklahoma Health Sciences Center proposes the establishment of resident and nonresident summer tuition rates for the Medical, Dental and Physician Associates programs and the implementation of hourly resident and nonresident professional tuition rates for the College of Medicine, College of Dentistry, Physician’s Associate Program, Doctor of Pharmacy Program, Occupational Therapy Program, Physical Therapy Program and the Doctor of Audiology Program. Pending approval of the resident and nonresident summer tuition rates, the Health Sciences Center requests deletions of the summer term course fees for the College of Medicine and the College of Dentistry.

Based on institutional estimates, the state system will generate approximately $16.3 million in new resident and nonresident tuition for undergraduate and graduate programs and approximately $1.7 million for professional programs.

See attached schedules for changes in resident and nonresident tuition rates for lower division, upper division, graduate division and for professional programs.
Special Fees

Special fees for instruction and academic services are assessed students as a condition of enrollment and as a condition of academic recognition for completion of prescribed courses. Said fees are mandatory for all students receiving courses of instruction or academic services as designated by the institution. There are six categories of special fees: Systemwide Fees, Special Instruction Fees, Testing and Clinical Service Fees, Facility and Equipment Utilization Fees, Classroom and Laboratory Supplies Fees and Other Special Services Fees.

Student Fee Increases:

70 O.S. 2001, Section 3218.2 authorizes the Oklahoma State Regents for Higher Education to establish fees to be required of students receiving instruction or other academic services provided by institutions of higher education within limits prescribed by the Legislature. Institutions have requested such fees and have provided justifications for fee requests, the total revenue to be collected from the fee and the use of that revenue.

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 and equipment utilization fees, classroom/laboratory supplies fees, or other special fees. These fees include admission fees, application fees and the International Student Maintenance Fee.

Application Fee:

In FY2003, OSU-Tulsa will adopt the same fee structure as OSU main campus. To comply, OSU-Tulsa requests an Application Fee for undergraduate students of $25.00 per application. Application fees for graduate students are already consistent with the OSU main campus.

Application for Professional Program:

Langston University requests an application fee of $50.00 for resident students and $75.00 for nonresident students seeking admission into the Physical Therapy Program. The revenue will be used to support the Physical Therapy Program.

Special Instruction Fees:

Fees assessed to students enrolling in specific courses. Examples include private instruction, private applied music lessons, special course fees for certain physical education courses, and aviation courses. Included in this category is the remedial course fee.

The University of Oklahoma requests increases to four courses (see attachment).

Northeastern State University requests an increase in Applied Music – Private Lessons from $30.00 to $40.00 per credit hour and in Applied Music - Semiprivate Lessons from $7.50 to $18.00 per credit hour. The increased revenue will be used to support the costs of tuning pianos, maintenance of instruments and other costs of providing private applied music instruction.
Southwestern Oklahoma State University requests an increase in the Doctor of Pharmacy Program Fee from $53.50 to $57.25 per credit hour for upper division students and from $70.60 to $75.55 per credit hour for graduate students.

Murray State College requests a new tutoring fee of $1.00 per credit hour to be charged to Murray State College students attending the Tishomingo campus. This recommendation is in response to numerous requests received from students and faculty for expanded professional tutoring and developmental education services.

Facility and Equipment Utilization Fees:
Fees assessed students enrolled in courses that require the use of equipment such as computers, physical education equipment, musical instruments, and medical equipment and of facilities such as musical practice rooms. Also included in this category are the Student Technology Services Fee and the Library Resource and Materials Fee.

Course Fees:
The University of Oklahoma requests increases to two courses, decreases to three courses, new fees for nine courses and one deletion (see attachment).

An Oklahoma State University request increases to 18 courses, decreases to one course, new fees for 15 courses and nine deletions (see attachment).

Northeastern State University requests an increase in the Bowling Fee from $23.00 to $30.00 per course to offset the costs related to maintenance and service of bowling lanes and related equipment.

Northeastern State University requests a Billiards Fee of $30.00 per course to offset the costs related to maintenance and service of billiard tables and related equipment.

Library Automation and Materials Fee:
OSU-Tulsa requests an increase in the Library Automation and Materials Fees from $1.50 to $2.25 per credit hour. In FY2003, OSU-Tulsa will adopt the same fee structure approved for the OSU main campus. This fee increase will equalize the fee charged on the Tulsa campus with the approved fee on the Stillwater campus.

East Central University requests an increase in the Library Automation and Materials Fee from $1.00 to $1.50 per credit hour. The increased revenue will be used to purchase hardware and software for the web-based automated library system. The additional amount is needed to meet national library standards.

Northeastern State University requests an increase in the Library Automation and Materials Fee from $1.50 to $2.25 per credit hour. The increased revenue will be used to purchase reference materials, special collections, faculty and administrative book requests, electronic books and to upgrade NSU’s online library catalog from the classic system to the Virtua system.
Pending an increase in statutory limits, Cameron University requests an increase in the Library Automation and Materials Fee from $2.00 to $4.00 per credit hour. If the statutory limit is not increased for FY2003, Cameron University requests an increase to $2.25 per credit hour. Due to the demand for automated services both on campus and in support of on-line and distance learning programs, along with the rapid advancement in library automation systems, it is necessary to progress to a newer generation of software programs.

Rogers State University requests an increase in the Library Automation and Materials Fee from $1.50 to $2.00 per credit hour. The increased revenue will be used to purchase books and materials. Electronic databases and online services will be enhanced for distance education students.

Carl Albert State College requests an increase in the Library Automation and Materials Fee from $1.00 to $1.50 per credit hour. The increased revenue will be used to purchase necessary computer equipment and materials and software to support the library services at the Sequoyah County branch campus.

Northern Oklahoma College requests an increase in the Library Automation and Materials Fee from $1.50 to $2.25 per credit hour. The increased revenue will be used to support the cost of the OSU Library Consortium maintenance agreements and associated operating costs. This revenue would also support increasing printing costs related to users accessing and downloading electronic information from the Internet.

Redlands Community College requests an increase in the Library Automation and Materials Fee from $1.50 to $2.25 per credit hour. The increased revenue will be used for the implementation and enrichment of our ODLA online connection, new applications ranging from hardware to technology-base media, and further implementation of their online cataloging system.

Seminole State College requests an increase in the Library Automation and Materials Fee from $1.50 to $2.25 per credit hour. The increased revenue will be used to establish a library in the new Learning Technology Center for the Nursing program and to interface the new library with the main library in the David L. Boren Resources Center. Additional equipment will also be purchased for the main library to meet the demands generated through the campus emphasis on utilizing technology.

**Student Technology Services Fee:**

The University of Oklahoma Law Center requests an increase in the Student Technology Services Fee from $7.50 to $10.00 per credit hour. With a planned reduction in student enrollment, increase in size and usage of labs, added technology in the classrooms and the courtroom, and increase in printing costs, the current computer technology fee is barely sufficient for the ongoing maintenance of the computer lab alone, and is currently insufficient for necessary upgrades of the labs and the maintenance and upgrades of other computing facilities and services.

Oklahoma State University requests an increase in the Student Technology Services Fee from $5.00 to $6.00 per credit hour. This fee has not been increased since established in 1995. The increase in revenue will be allocated to the colleges for upgrades to equipment and software, expansion of computer labs and for staffing.
OSU-Tulsa requests an increase in the Student Technology Services Fee from $5.00 to $6.00 per credit hour. In FY2003, OSU-Tulsa will adopt the same fee structure approved for the OSU main campus. This fee increase will equalize the fee charged on the Tulsa campus with the proposed fee requested for the Stillwater campus.

East Central University requests an increase in the Student Technology Services Fee from $5.00 to $6.00 per credit hour. The increased revenue will be used purchase hardware and software for twenty-three student computer labs, provide maintenance and make repairs.

Northeastern State University requests an increase in the Student Technology Services Fee from $3.00 to $5.00 per credit hour. The increased revenue is needed to provide all three campuses, faculty and staff with classroom and lab technology support and a methodical replacement process for microcomputers and related technology.

Northwestern Oklahoma State University requests an increase in the Student Technology Services Fee from $3.00 to $7.00 per credit hour. The increased revenue will be used to expand the computer lab availability, accessibility, and operation hours at all campuses. NWOSU will be able to investigate and pursue the development of smart classrooms at all campuses.

Southeastern Oklahoma State University requests an increase in the Student Technology Services Fee from $7.00 to $8.00 per credit hour. The increased revenue will provide the needed additional computers and servers for the expansion and continued upgrade of the campus infrastructure including Internet and campus network access to the dorms, additional computer labs and increase the number of technology-equipped classrooms.

Southwestern Oklahoma State University requests an increase in the Student Technology Services Fee from $5.00 to $7.00 per credit hour. The increased revenue will be used to support and expand the use of technology, especially for department labs and integration of technology into the classroom environment.

Cameron University requests an increase in the Student Technology Services Fee from $5.00 to $7.00 per credit hour. The increased revenue is needed to allow upgrades and replacement of outdated equipment and software.

Rogers State University requests an increase in the Student Technology Services Fee from $5.00 to $6.00 per credit hour. The increased revenue will be used to fund additional computer laboratories and chemistry laboratory equipment.

Carl Albert State College requests an increase in the Student Technology Services Fee from $3.00 to $3.50 per credit hour. The increased revenue will be used to upgrade and maintain computer equipment and software in the student computer labs and the distance-learning classroom and to provide more web-based courses.

Northern Oklahoma College requests an increase in the Student Technology Services Fee from $2.00 to $4.00 per credit hour. The increased revenue will be used for software licenses, laboratory personnel, printing supplies and maintenance agreements.
Redlands Community College requests an increase in the Student Technology Services Fee from $4.00 to $5.00 per credit hour. The increased revenue will be used for the implementation and enrichment of new and existing hardware and software capabilities, particularly in conjunction with their OneNet resources.

Tulsa Community College requests an increase in the Student Technology Services Fee from $4.00 to $5.00 per credit hour. The increased revenue will be used to meet the equipment, software and services needed in the student computer labs and online and interactive classrooms.

Western Oklahoma State College requests an increase in the Student Technology Services Fee from $4.00 to $5.00 per credit hour. The increase in revenue will be used to purchase additional computers and technology for students and instruction. WOSC has added more academic programs dependent upon technology as well as seen an increase in the use of technology by faculty in non-technology programs (i.e. PowerPoint, WebCT, etc.).

McCurtain County Higher Education Center requests an increase in the Student Technology Services Fee from $1.50 to $3.00 per credit hour. The increase in revenue will help offset the license fees of software applications (PLATO, PROQUEST, DISCOVER, Microsoft, and Norton) and to upgrade three computer labs.

**Other Facility and Equipment Utilization Fees:**

The University of Oklahoma and the University of Oklahoma Health Sciences Center requests a change in the University Educational Network Connectivity Fee from $5.00 per credit hour with a $75.00 per semester cap to $7.50 per credit hour with a $120.00 per semester cap. The University of Oklahoma Board of Regents at its November 1995 meeting approved the establishment of the University Educational network Connectivity Fee. This fee was established to provide for the continual operation and maintenance of the network infrastructure for students and to maintain and upgrade student computer laboratories managed by Information Technology. Since 1995 costs have risen and it is time for a network redesign and enhancement. In addition to the redesign, there will be significant enhancements to computer labs, printing, and an increase in bandwidth available to students. This fee increase will help subsidize the increasing costs associated with the proposed enhancements.

**Other Special Fees:**

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

**Academic Records Fee:**

The University of Oklahoma Health Sciences Center requests a new academic records fee of $10.00 per semester for undergraduate and graduate students and $12.50 for professional students. A higher fee is requested for professional students due to the volume of transcripts requested and the additional cost to produce professional diplomas. This fee will replace two existing fees, the graduation fee and the transcript fee. With the revenue from this fee, students will be entitled for up to ten transcripts per request for life and their graduation expense paid.
Oklahoma State University requests an increase in the Academic Records Fee from $5.00 per to $7.00 per semester to maintain the current level of service due to the rising number of transcript requests and the rising costs of postage and paper.

OSU-Tulsa requests an increase in the Academic Records Fee from $5.00 to $7.00 per credit hour. In FY2003, OSU-Tulsa will adopt the same fee structure approved for the OSU main campus. This fee increase will equalize the fee charged on the Tulsa campus with the proposed fee requested for the Stillwater campus.

Medical Malpractice and Liability Increase:

Langston University requests a $100.00 per semester Clinical Education Fee for students accepted into the Physical Therapy Program. The fee includes coverage for medical malpractice and liability insurance and for other clinical education costs.

Other Fees:

Oklahoma State University requests a $27.00 per semester Transit Fee from every student to fund the campus transit system. To reduce the construction of additional parking garages, parking spaces and to reduce vehicle congestion, the revenue from this fee will be used to expand the current level of transit services by purchasing buses, development of bus stops, expanded hours of operation and paying for operational expense. This fee, which will generate about $1.2 million annually, has the support of the Graduate and Professional Student Association, Resident Hall Association, the Student Government Association and the Off-Campus Student Association and other campus committees.

Oklahoma State University requests an increase in the Late Enrollment Fee from $25.00 to $50.00 to encourage timely enrollment, which will contribute to better academic planning, classroom utilization and reduce the number of course cancellations and changes. New revenue collected above the current fee revenue will be used for need-based financial aid to students.

OSU-Tulsa requests an increase in the Late Enrollment Fee from $25.00 to $50.00 to encourage timely enrollment. In FY2003, OSU-Tulsa will adopt the same fee structure approved for the OSU main campus. This fee increase will equalize the fee charged on the Tulsa campus with the proposed fee requested for the Stillwater campus.

The OSU College of Veterinary Medicine requests a $25.00 Processing Fee to accompany all student applications. This fee will provide an alternative application process to students applying for admission to the college. In 1994 the college joined most other colleges of veterinary medicine to use Veterinary Medical College Application Service (VMCAS). Student applicants paid VMCAS directly. Due to the changes and unreliability with VMCAS, student applicants will have the option to apply indirectly through VMCAS or directly to the College of Veterinary Medicine. Applicants who apply indirectly through VMCAS will pay the VMCAS fee and the proposed Processing Fee of $25.00. Student applicants applying directly to the College of Veterinary Medicine will pay a $25.00 application fee and the proposed $25.00 processing fee. Note: VMCAS charges $125.00 for the first application and $50.00 per institution for each additional application.
**Student Activity and Service Facility 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.

**Student Facility Fee:**

**OSU-Tulsa** requests an increase in the Student Facility Fee from $4.30 to $7.30 per credit hour. In FY2003, OSU-Tulsa will adopt the same fee structure as approved for the OSU main campus. This fee increase will equalize the fee charged on the Tulsa campus with the fee approved for the Stillwater campus.

**East Central University** requests an increase in the Student Facility Fee from $1.50 to $3.00 per credit hour. The University currently assesses a $1.50 Student Facility Fee and a $3.80 University Center Fee for a total of $5.30 per credit hour. The current fees are used to meet debt service requirements and operating expenses. The fee increase is needed to address major repairs to older, debt-free student activity facilities and to address ADA and Title IX needs.

**Northwestern Oklahoma State University** requests a Wellness Center Fee of $1.00 per credit hour to fund additional services and activities. With the new revenue the hours of service can be increased as well as the number of activities. Funds will be available to maintain and replace equipment. The new fee is applicable to students attending the Alva campus only.

**Redlands Community College** requests a Student Facility Fee of $2.00 per credit hour for maintenance of student service facilities and upgrading and/or enhancement to existing facilities such as: the Culture Centre, including theater, fieldhouse and natatorium, athletic facilities, parking lots, paving, signage and security.

**Tulsa Community College** requests an increase in the Student Facility Fee from $6.30 to $7.30 per credit hour. The fee increase will assist in providing wellness center programming access to all TCC students for the new facilities on Southeast and West campuses. This fee increase will also provide potential for constructing new wellness center facilities for the Southeast and West campuses and provide funding for the development of multi-purpose recreational fields on each of the campuses.

**Student Activity Fee:**

**OSU-Tulsa** requests a change in the Student Facility Fee from $5.15 per credit hour to the Student Activity Fee charged at OSU-Stillwater. Students will pay $2.15 per credit hour for all semester credit hours enrolled and will pay an additional $3.00 per credit hour for all credit hours enrolled from six to 18 semester credit hours.

**OSU-Okmulgee Technical Branch** requests an increase in the Student Activity Fee from $4.00 to $5.15 per credit hour to provide funding to construct new student recreational areas and facilities on campus and to complete the renovation of existing student recreational areas and facilities and expand Student Life Activities Programming.
Pending an increase in the statutory limits, **East Central University** requests an increase in the Student Activity Fee from the current maximum of $5.15 to $6.65 per credit hour. The existing fee maximum is insufficient to cover the rising costs of intercollegiate athletics, intramurals, student government and other student activity programs.

Pending an increase in the statutory limits, **Northeastern State University** requests an increase in the Student Activity Fee from the current maximum of $5.15 to $6.15 per credit hour. The existing fee maximum is insufficient to cover the rising costs of intercollegiate athletics, intramurals, student government, commencement and other student activity programs.

Pending an increase in the statutory limits, **Northwestern Oklahoma State University** requests an increase in the Student Activity Fee from the current maximum of $5.15 to $7.15 per credit hour. The existing fee maximum is insufficient to cover the rising costs of intercollegiate athletics, intramurals, student government and other student activity programs. This increase is applicable to both the Enid and Alva campuses.

Pending an increase in the statutory limits, **Southwestern Oklahoma State University** requests an increase in the Student Activity Fee from the current maximum of $5.15 to $7.15 per credit hour. The fee increase will be used to fund student organizations and activities other than athletics.

Pending an increase in the statutory limits, **Panhandle State University** requests an increase in the Student Activity Fee from the current maximum of $5.15 to $6.15 per credit hour. The fee increase will be used to support travel expenses of the various athletic teams and provide for social and cultural events for the campus.

**Western Oklahoma State College** requests an increase in the Student Activity Fee from $4.50 to $4.75 per credit hour to provide funding for Student Senate activities and provide training funds for leadership conferences and related meetings. The fee will also allow funds to be used for campus events or trips sponsored by and for student senate members and future year candidates.

**Other Student Activity Fees**:

**OSU-Tulsa** requests a Speaker Series Fee of $0.25 per credit hour. In FY2003, OSU-Tulsa will adopt the same fee structure approved for the OSU main campus. This new fee will equalize the fee charged on the Tulsa campus with the fee approved for the Stillwater campus.

**OSU-Tulsa** requests a newspaper fee for the Daily O’Collegian of $2.00 per semester. In FY2003, OSU-Tulsa will adopt the same fee structure as approved for the OSU main campus. This new fee will equalize the fee charged on the Tulsa campus with the fee approved for the Stillwater campus.

**Cultural and Recreation Fee**:

**Oklahoma State University** requests an increase in the Cultural and Recreation Fee from $.073 to $0.78 per credit hour with a semester maximum charge of $12.50 per semester. “Funding would be used to assist in providing a progressive and unified movement towards a culturally aware university… through multicultural initiatives and programming.” The revenue will specifically be used for speakers, seminars, workshops, conferences, and other diversity/cultural enrichment programs. The proposed fee is a student initiative and approved by the Student Government Association.
Oklahoma State University requests approval to continue charging $0.26 of the Cultural and Recreation Fee for new debt service. The current fee includes $0.26 used to retire the debt service of the 1993 Swimming Pools Restoration Project Revenue Bonds. Upon retirement of the 1993 debt service the $0.26 will be used to retire debt service on the expansion and renovation of the Colvin Recreation Center.

OSU-Tulsa requests a Cultural and Recreation Fee of $0.78 per credit hour with a $12.50 per semester maximum. In FY2003, OSU-Tulsa will adopt the same fee structure as approved for the OSU main campus. This new fee will equalize the fee charged on the Tulsa campus with the fee approved for the Stillwater campus.

OSU-Okmulgee Technical Branch requests a new $12.50 per semester Cultural and Recreation Fee to provide ample recreational areas and facilities on campus and to increase the cultural programs and events on campus.

Western Oklahoma State College requests a Cultural and Recreation Fee of $1.25 per credit hour with a maximum charge of $12.50 per semester. The fee will be used for cultural weeks such as, Black Heritage week, Hispanic Month, and other cultural activities as well as to fund the organizational activities of 21 organizations on campus. Funds will be also used for travel and training of organizational officers.
AGENDA ITEM #8:

Educational and General Budget

SUBJECT: Allocation of FY2003 state appropriations to colleges, universities, constituent agencies, centers, Regents’ operations and other special programs and authorization to adjust allotments for FY02.

RECOMMENDATION:

It is recommended that the State Regents approve (1) the allocation of state appropriated funds in the amount of $851,255,610; (2) reallocation of existing base funding related to Northeast Oklahoma in the amount of $9,122,908; (3) reallocation of one-time unobligated funds in the amount of $50,000, as presented in the following schedules. This action is contingent on final action by the Legislature and the signature of the Governor to the funding bills. It is also recommended that the State Regents authorize staff to make final adjustments for FY02 allotments after receipt of June revenues from the Office of State Finance.

ANALYSIS:

The 2002 Legislature reduced state support for higher education by $9,219,934, decreasing the Educational and General Budget operating base to $851,255,610, a 1.1 percent decrease. This appropriations amount contains $44.8 million in Rainy Day Funds. When the base is adjusted for one-time funding in the FY02 budget, the decrease is $3,519,934 or .4 percent. Higher education received special consideration from the Legislature and was spared the 5 percent reductions experienced by many state agencies.

The budget allocation presented in this item deals only with the allocation of state appropriated funds. The institutional budgets, containing appropriations, tuition and fees and other revolving fund income, will be presented to the State Regents for approval at the June 27, 2002, meeting.

HIGHLIGHTS OF THE FY2003 ALLOCATION OF STATE FUNDS

Institutional Budget Decreases – Institutional allocations show a decrease of just under $15 million or 1.9934 percent. This loss will be offset by approximately the same of amount of revenue from increased tuition rates, but the increased tuition revenue will not offset the higher costs of health insurance, teachers’ retirement system contributions and risk management increases expected to total approximately $20 million. To compound the challenges, institutions expect a second year of substantial enrollment increases.

Reallocations. Regents’ action in another item of this agenda eliminates the OU/OSU Research and Graduate Education Center as a constituent agency and restructures it to function as a more “virtual” entity. Much of the funding for the graduate program offerings is reallocated to OSU-Tulsa and to the University of Oklahoma. The Brain Gain initiative received $500,000. With the establishment of branch campuses,
Langston University has received $2.3 million in reallocated cost matrix money and Northeastern has received $900,000 from the OSU-Tulsa budget.

**Other Miscellaneous Allocations.** Quartz Mountain Arts & Conference Center & Nature Park, transferred during FY02 from the Department of Tourism, will receive an allocation of $2.4 million for FY03. A new line item, although not a new activity, is the Academic Library Database allocation of $350,000. For some time State Regents contracted to make the Psych-Info and Newsbank Databases available to the academic libraries in the State System. Institutions then received an invoice for a substantial portion of the costs. The allocation line item will reduce paperwork and expenses of billing.

**Scholarships and Financial Aid.** As the 2001 Legislature authorized State Regents to consider annual increases in tuition over the next five years, State Regents have pledged to allocate new resources to scholarships and financial aid. The proposed allocation includes an additional $2.8 million for OHLAP, $400,000 for the Academic Scholars Program and $50,229 for the Regional University Baccalaureate Scholarship Program and $50,000 for the new Tulsa Reconciliation Scholarship Program. Overall, scholarship allocations increased by $3.3 million or 10.9 percent to $33.6 million.

**FY02 allotments.** Final allotments of revenue for the current year will not be known until the second week of June. Regents are asked to authorize staff to adjust allotments for institutions and programs commensurate with the allotment reductions approved by Regents at the February meeting. Revised allocations for the current year will be brought to Regents for approval at the June meeting.

**Redlands Community College.** A delay in reimbursements from federal programs, coupled with the severe drop-off in allotments by the Office of State Finance, threatens the ability of the college to make payroll for the last two months of the fiscal year. It is recommended that Regents authorize staff to forward up to $110,000 to the college, to be recouped from the federal reimbursements at a later date.

**Langston University** has submitted a revised plan for the Center of Excellence in Urban Education. Release of the $500,000 allocated for this purpose, appropriately adjusted for the shortfall, is recommended. The university will be required to submit an annual report on progress in this initiative.

**Southeastern Oklahoma State University.** Reallocation of $50,000 in one-time available funds from the EPSCoR program is recommended to complete the investment in specialized equipment for the joint ECU-SEOSU nursing program on the Durant campus.
AGENDA ITEM #9:

SUBJECT:

Master Lease Purchase Program

RECOMMENDATION:

It is recommended that the State Regents authorize submission to the Bond Oversight Commissions of the second 2002 series of institutional project agreements and approve the use of the Master Lease Purchase Program. The total projects from seven entities amount to approximately $2.4 million.

BACKGROUND:

In the spring of 1997, work began on development of a systemwide Master Lease Purchase Program to provide a method of financing major personal property acquisitions by the State System entities. The Oklahoma State Legislature approved in May 1999, Senate Bill 151, which authorized the State Regents to establish a master lease program. State System entities may enter into lease agreements for projects having a project value of a minimum of $50,000 up to a maximum of $5 million. The terms of the lease agreements will vary by the useful life of the equipment purchases.

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

POLICY ISSUES:

Recommendation is consistent with current State Regents’ policy.

ANALYSIS:

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

The second series for FY2002 includes six system institutions and OneNet, with an estimated total of approximately $2.2 million of equipment purchases. “Attachment B” includes the individual entities’ listings.
of proposed equipment purchases. All equipment proposals are subject to the approval of Bond Counsel and the Bond Oversight Commissions. The following table summarizes the participating entities and estimated total purchase amounts submitted for the August issue.

Under federal guidelines, a reimbursement allocation is a designated use of bond proceeds to pay an expenditure which was previously paid from sources other than bond proceeds. According to Internal Revenue Code, Section 1.150-2, certain preliminary original expenditures related to capital projects may be reimbursed from bond proceeds if the Board declares the intent to do so in a formal resolution. This item will serve as the formal resolution for reimbursement of core operating funds expended on the purchases approved for Master Lease Program for OneNet and Quartz Mountain.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Amount to be Financed in August Issue</th>
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<tbody>
<tr>
<td>Oklahoma State University</td>
<td>$50,000</td>
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<tr>
<td>Southeastern Oklahoma State University</td>
<td>$650,000</td>
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<tr>
<td>University of Oklahoma</td>
<td>$660,000</td>
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<tr>
<td>Quartz Mountain Conference Center</td>
<td>$235,000</td>
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<tr>
<td>OneNet</td>
<td>$465,000</td>
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<tr>
<td>Carl Albert State College</td>
<td>$130,000</td>
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<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>$175,000</td>
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<tr>
<td>Total for August Issue</td>
<td>$2,365,000</td>
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</tbody>
</table>
### Oklahoma State Regents for Higher Education

**Master Lease-Purchase Detailed Listing**

**Fiscal Year 2002**

<table>
<thead>
<tr>
<th>Item #</th>
<th>State Regents' Campus Master Plan Project #</th>
<th>Description—Be Specific (i.e., size, model, series)</th>
<th>Estimated Cost</th>
<th>Estimated Date Funding Needed mm/dd</th>
<th>Estimated Useful Life in Years</th>
<th>Estimated Replacement Strategy Life* in Years</th>
<th>Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)</th>
<th>Point of Contact (Name and Phone Number)</th>
<th>Remarks</th>
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<td>1</td>
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<td>Equipment Purchases to include Fire Suppression, Security, and Network Upgrades</td>
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<td>August</td>
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<td>$465,000</td>
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* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.

Please return your survey to sgold@osrhe.edu or by fax to 405-225-9230.
# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
## MASTER LEASE-PURCHASE DETAILED LISTING
### Fiscal Year 2002

<table>
<thead>
<tr>
<th>Item #</th>
<th>State Regents' Campus</th>
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<th>Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity)</th>
<th>Point of Contact (Name and Phone Number)</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Golf Course Lawn and Irrigation Equipment and Golf Carts</td>
<td>$235,000</td>
<td>15-Aug</td>
<td>4</td>
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<td>Yes, Interstate Hotels the management company for the golf course does have the opportunity for economic benefit related to the use of this equipment.</td>
<td>Debbie Siragusa 405-225-9206</td>
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*Total (Subtotal if multiple sheets) $235,000

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

Please return your survey to sgold@osrh.edu or by fax to 405-225-9230.
# OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
# MASTER LEASE-PURCHASE DETAILED LISTING
# Fiscal Year 2002

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<tbody>
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<td>1</td>
<td>Technology Equipment, Office Equipment &amp; Furniture, Motor Pool and Physical Plant Equipment</td>
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<td>No</td>
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| Total (Subtotal if multiple sheets) | $650,000 |

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

Please return your survey to sgold@osrhso.edu or by fax to 405-225-9230.
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
**MASTER LEASE-PURCHASE DETAILED LISTING**  
**Series 2002B**

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<td>Estimated Cost</td>
<td>Estimated Date Funding Needed mm/dd</td>
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<td>Estimated Replacement Strategy Life* in Years</td>
<td>Will a Third Party Benefit Economically by use of this Equipment (i.e., Taxable Third Party such as For-Profit Entity)</td>
<td>Point of Contact (Name and Phone Number)</td>
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**Total (Subtotal if multiple sheets)**: $50,000

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Please return your survey to sgold@osu.edu or by fax to 405-524-8230.
## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
### MASTER LEASE-PURCHASE DETAILED LISTING
#### Fiscal Year 2002

<table>
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Total (Subtotal if multiple sheets) $130,000

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Please return your survey to sgold@osru.edu or by fax to 405-225-9230.
## OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
### MASTER LEASE-PURCHASE DETAILED LISTING
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Please return your survey to sgold@csrc.edu or by fax to 405-225-9230.
AGENDA ITEM #10:

Research Matching Program

SUBJECT: Ratification of Allocation to Institutions

RECOMMENDATION:

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

BACKGROUND:

For FY 2002, the State Regents approved an allocation of approximately $4.54 million for the Research Matching Program. The program funds both individual researcher grants and collaborative multi-institution EPSCoR grants. Approximately $3 million was budgeted for EPSCoR projects.

POLICY ISSUES:

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

ANALYSIS:

The main focus of the proposal is to use specialized equipment to develop and construct the ATLAS pixel detector. Through this plan they will characterize the operation of many hundreds of production devices including assemblies of sensors with electronic readout and develop a database for the testing and tracking of all components.

This proposal is strongly supported by the US ATLAS management. Langston University received a letter of support from US ATLAS project leader (W. Willis) and the silicon subsystem manager (M. Gilchriese) which were used for submission with the proposal. The National Science Foundation provides strong support for the ATLAS experiment.

The opportunities presented by this equipment for education systemwide were also described in the submitted proposal.

The total one-year award is $53,630. The National Science Foundation will provide $21,452, Langston University $16,089, and the State Regents $16,089 in research matching funds.
AGENDA ITEM #11:

Systemwide Program Review.


RECOMMENDATION:

It is recommended that the State Regents accept the Report on Institutional Progress Toward Implementation of the Business Program Review Team Recommendations.

BACKGROUND:

In June 1998, the State Regents publicly announced and commissioned a systemwide review of business programs and economic development. Two interrelated parts comprised the review’s structure: 1) production of institutional business program reviews, and 2) the development of institutional strategic plans for supporting economic development initiatives.

In August 1998, the State Regents named the Systemwide Business Program and Economic Development Review Team, consisting of Oklahoma business leaders and out-of-state academic deans, economic development consultants, business leaders, and experts in higher education. The 15-member team was charged with accomplishing three tasks: 1) assessing the status of the business programs in the Oklahoma State System for Higher Education; 2) identifying the relationship of institutions’ academic programs to the economic development of their respective function areas and determining the institutions’ ability to support economic development in these areas; and 3) developing recommendations for improving performance in these two areas.

The team conducted the on-site portion of the review in January 1999, reviewing a total of 94 programs—16 graduate programs, 57 baccalaureate programs, and 21 associate in science (AS) and associate in arts (AA) programs.

The team’s systemwide final reports were sent to the institutions in November 1999 with instructions to provide feedback in December and submit institutional action plans based on the team’s recommendations by February 2000. Institution’s action plans related to only those recommendations designated as institutional responsibility areas.

At the April 7, 2000 meeting, the State Regents 1) accepted the Systemwide Business Program and Economic Development Review Team’s final reports; 2) approved the institutions’ action plans that outlined implementation of the team’s recommendations; and 3) posted the “Education Standards and Graduation Requirements for Business Programs.”
Institutions were charged with providing planning and implementation information for business programs within the annual academic plans submitted to the State Regents each July. This report is a summary of institutional progress in 2001 toward implementing the review team’s recommendations in the following four areas:

**System**
- Establish experiential learning projects for each student and advisory boards for each program.
- Improve university retention and graduation rates with community colleges focusing on transfer rates.
- Develop student outcome standards and tie to graduation requirements.
- Eliminate unnecessary duplication of effort and encourage lead institutions to outsource their programs.
- Benchmark Oklahoma program performance with institutions outside the state.

**Faculty**
- Assure sufficient number of academically and professionally qualified faculty.
- Increase the ethnic and gender diversity of faculty.
- Offer competitive salaries to high-demand faculty.
- Provide faculty development in technology.

**Students**
- Provide comprehensive career services that include career counseling, job fairs, and placement services.
- Provide student access to internships or similar experiences that connect the classroom experience and work environment.
- Track alumni.

**Technology**
- Assure adequate financial resources for instructional technology.
- Provide support to effectively integrate and infuse technology into curricula.
- Develop a technology investment policy based on desired outcomes.

**POLICY ISSUES:**

The Systemwide Business Program and Economic Development Review was based on the State Regents’ “Policy Statement on Program Review.” The review process coordinated with the purposes, evaluation criteria, and procedures defined in policy and relied on the institutions’ program reviews to guide the team’s evaluations. The State Regents’ “Policy on Functions of Public Institutions” supports the economic development emphasis of the systemwide review.

At the May 26, 2000 meeting, the State Regents approved the “Education Standards and Graduation Requirements for Business Programs” policy in response to the review team’s recommendations. The policy statement is designed to guide the State Regents and State System institutions regarding educational standards and graduation requirements of business programs.

**ANALYSIS:**

A summary of institutional progress in each of the four recommendation areas follows.
SYSTEM RECOMMENDATIONS

1. Establish experiential learning projects for each student and advisory board for each program.

All institutions report providing experiential learning projects for students. Although the types of activities mentioned vary among the institutions, the most frequently cited include internships, cooperative work experiences, capstone projects, and hands-on activities such as developing a product or strategic plan for virtual or real businesses. Additionally, all institutions have advisory boards in place for at least one aspect of their business programs. Some boards are program specific, and some are advisory committees for the entire business department or college.

2. Improve university retention and graduation rates with community colleges focusing on transfer rates.

Efforts to increase student retention, transfer, and graduation rates are widespread and varied. Most frequently cited activities include:
- Satisfaction surveys of current and past students;
- special, frequent and personal advising;
- engaging faculty and staff in advising, enrollment, and retention issues;
- tracking transfer students;
- development of articulation agreements between two-year colleges and four-year universities; and
- participation in the State Regents’ Course Equivalency Project.

3. Develop student outcome standards and tie to graduation requirements.

All institutions report progress on developing student outcome standards and tying them to graduation requirements. The most frequently used methods for assessing student outcomes include requiring a minimum grade in a capstone course and administering a national exit exam or other assessment instrument. Other common responses were the use of institutional outcome standards and course-embedded assessments.

4. Eliminate unnecessary duplication of effort and encourage lead institutions to outsource their programs.

Unnecessary duplication is prevented between institutions through good communication and articulation agreements among the four-year universities, two-year colleges, and career technology centers across the state. In addition, all institutions participate in the Course Equivalency Project developed and administered by the State Regents as a way of avoiding duplication. Other ways institutions avoid duplication is through annual evaluations of curricular offerings, and several institutions report importing other institutions’ courses to meet local student needs. Institutions also report deleting, modifying, or consolidating programs, outsourcing programs, developing online courses, and sharing resources as ways of avoiding unnecessary duplication.

5. Benchmark Oklahoma program performance with institutions outside the state.

The area requiring most focus is benchmarking program performance with institutions outside the state. Four institutions report having no benchmarking in place at this time. For others, standards set by the American Assembly of Collegiate Schools of Business (AACSB) and the Association of Collegiate Business Schools and Programs (ACBSP) are the two most stated forms of benchmarking Oklahoma programs with national programs. Five institutions have recently applied for, or are considering, accreditation or membership in these and other organizations. Major field tests for graduating seniors provided nationally by the Education
Testing Service (ETS) are also mentioned as a benchmarking tool.

### FACULTY RECOMMENDATIONS

1. **Assure sufficient number of academically and professionally qualified faculty.**
   
   In the area of providing a sufficient number of academically and professionally qualified faculty, most institutions report meeting or exceeding the standards of accrediting agencies. Statewide, however, institutions point out that there are challenges in hiring and retaining qualified faculty. Limited resources coupled with high market rates constitute the most difficult challenge.

2. **Increase the ethnic and gender diversity of faculty.**
   
   Ethnic diversity in faculty also continues to be a challenge for many institutions. Though most institutions report advertising job opportunities in minority publications and other similar efforts, recruiting minority faculty proves difficult for Oklahoma’s smaller institutions. Limited salary funds make competitive recruiting of minorities difficult, especially in high-demand fields. Reports indicate that gender balance is increasing for most institutions. Many business programs report equal numbers of male and female faculty, and some programs have more female than male faculty members.

3. **Offer competitive salaries to high-demand faculty.**
   
   The ability to offer competitive salaries still remains a problem for most State System institutions. Many institutions provide merit or incentive pay for faculty in high-demand areas when necessary. However, institutions report significant challenges in salary competitiveness with the business sector.

4. **Provide faculty development in technology.**
   
   Numerous institutions report excellent support for faculty development in technology. Institutions are providing release time for faculty development, and some are utilizing in-house resources to provide in-service opportunities. Technology training workshops made possible by HB 1815 were cited several times as a resource for providing funding for faculty development in technology.

### STUDENT RECOMMENDATIONS

1. **Provide comprehensive career services that include career counseling, job fairs, and placement services.**
   
   Individualized career counseling, job and internship placement services, career fairs, career decision-making resources, and employer information are all services that most institutions provide students on a regular basis. In addition, many business programs have one-on-one faculty advising, internships, and business contacts to help students make the transition from college to career.

2. **Provide student access to internships or similar experiences that connect the classroom experience and work environment.**
   
   Internships are a common element of Oklahoma’s business programs. Institutions report requiring an internship component in at least one program. Many institutions have established partnerships with local businesses to place students in “hands-on” learning environments. A few institutions report faculty/business relationships that enhance students’ opportunities for internships and eventual employment. Some two-year
institutions focus on university transfer, and thus do not provide internship experiences.

3. Track alumni.

The tracking of alumni in Oklahoma’s business programs is done in a variety of ways. The most common is a satisfaction survey sent to graduates. Many programs utilize the alumni association to track graduates; others have an alumni office, web site, or newsletter specific to their program. Another way institutions track graduates is through an informal network of continued contact and communication between faculty and alumni.

TECHNOLOGY RECOMMENDATIONS

1. Assure adequate financial resources for instructional technology.

State institutions fund technology initiatives in a variety of ways. Most institutions report using a per-credit-hour technology fee, private donations, or general operating funds to upgrade computer laboratories and provide technology services. Several programs cite HB 1815 funds and corporate partnerships as practical resources for faculty development in technology.

2. Provide support to effectively integrate and infuse technology into curricula.

Some institutions provide overload pay to faculty for the development of online courses, and one institution reports paying faculty for one extra credit hour for online courses. Some institutions offer faculty release time for developing online courses. Institutions report the use of web-based software, classrooms with Internet connections, and utilizing faculty as technology trainers for other faculty as ways technology is infused into the curriculum. Institutions report that some form of classroom multimedia is available for faculty use.

3. Develop a technology investment policy based on desired outcomes.

Most institutions report technology investment plans that provide for upgrading software and hardware on a yearly cycle. Additionally, several institutions have committees charged with developing plans monitoring implementation and making recommendations.

CONCLUSIONS:

Institutions are providing the appropriate follow-up and implementation of the Business Review Team’s recommendations. Continual monitoring and reporting to the State Regents will be accomplished annually through the institutions’ academic plans. A separate report will follow on institutional progress on implementing team recommendations in the area of economic development.

It is recommended that the State Regents accept this report on institutional progress toward implementing the Systemwide Business Program Review Team recommendations.

Supplement available upon request.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 24, 2002

AGENDA ITEM #12:

Report

SUBJECT:

Annual Student Assessment Report

RECOMMENDATION:

It is recommended that the State Regents accept this report.

BACKGROUND:

Oklahoma legislation passed in 1991 paved the way for the development of a statewide assessment plan by allowing institutions to charge students up to one dollar per credit hour to support the student assessment effort. The State Regents’ Assessment Policy was adopted in October 1991.

The purpose of assessment is to maximize student success. The assessment plan requires the systematic collection, interpretation, and use of information about student learning/achievement to improve instruction. The policy also addresses the need to demonstrate public accountability by providing evidence of institutional effectiveness.

The policy is a proactive, comprehensive assessment program, which addresses institutional quality and curricular cohesiveness. It is designed so that the results of the assessment efforts will contribute to the institution's strategic planning, budgetary decision-making, institutional marketing, and improving the quality of student services.

Each institution must evaluate students at four levels (Graduate student assessment is optional):

- Entry-Level Assessment and Course Placement - to determine academic preparation and course placement;
- Mid-Level Assessment - to determine general education competencies in reading, writing, mathematics, and critical thinking;
- Program Outcomes (Exit-Level) Assessment - to evaluate the outcomes in the student's major;
- Assessment of Student Satisfaction - to ascertain the students' perceptions of their educational experiences including support services, academic curriculum, faculty, etc; and
- Graduate Student Assessment - to assess student learning beyond standard admission and graduation requirements and to evaluate student satisfaction.
Institutions must submit an annual assessment report to the State Regents that describes the assessment efforts at each of these levels. Information on the number of students assessed, the results of the assessment, and detailed plans for any institutional and/or instructional changes due to the assessment results are to be provided in the report.

**POLICY ISSUES:**

The State Regents’ “Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability” requires the annual reporting of assessment activities.

**ANALYSIS:**

*Entry-Level Assessment and Placement*

The purpose of entry-level assessment is to assist institutional faculty and advisors in making course placement decisions that will give students the best possible chance of academic success. Beginning fall 1994, institutions were required to use the ACT score of 19 in the subject areas of English, mathematics, science, and reading as the "first-cut" for entry-level assessment. Students may also demonstrate curricular proficiency by means of an approved secondary assessment process.

Students unable to demonstrate proficiency in one or more of the subject areas are mandatorily enrolled in remedial courses. These courses are below college-level and do not count toward degree requirements. A supplementary fee for these courses pays the direct cost of remedial instruction.

Although all institutions currently use the ACT as the first entry-level assessment, the testing instruments used for secondary evaluation vary. Commonly selected commercial instruments include the ACT Assessment of Skills for Successful Entry and Transfer (ASSET), the Accuplacer Computerized Placement Test (CPT), ACT Computer-Adaptive Placement Assessment (COMPASS), and the Nelson-Denny Reading Test. Institutionally developed writing and mathematics tests, as well as a predictive, statistical model are also used.

As required by policy, institutional assessment programs not only assess the basic skills of incoming students and enroll them in appropriate courses, but also track the students to measure the rates at which they succeed. In addition to measuring basic skill competencies, institutions are collecting data on student attitudes and perceptions of college life. Colleges are offering orientation courses, computer-assisted instruction, tutoring, and learning centers, which are intended to make initial college experiences both positive and successful.

*Mid-Level Assessment*

Mid-level assessment is designed to assess the basic skills competencies gained by students in the college general education program. Institutions are required to assess students in the areas of reading, writing, mathematics, and critical thinking. Mid-level assessment normally occurs after the completion of 45 semester hours and prior to the completion of 70 semester hours. For associate degree programs, mid-level assessment may occur halfway through the program or at the end of the program. More typically, this assessment occurs at the end of the program, after students have had sufficient time to develop their basic skills.
The mid-level assessment is accomplished with a combination of locally developed and standardized testing instruments such as the ACT Collegiate Assessment of Academic Proficiency (CAAP), the Riverside College Base Academic Subjects Examination (BASE), and the Test of Adult Basic Education (TABE). The nationally validated instruments are useful in that they provide regional or national benchmark data from other participating institutions. Several institutions have developed local instruments for mid-level assessment in some subject areas. More qualitative assessments, such as portfolio assessments and course-embedded techniques, are also being used.

Assessments at the mid-level and in the major academic program have provided important information to institutions about the degree to which their programs facilitate student achievement of the desired knowledge and competencies. The results yielded from this process have led some institutions to redesign their general education programs. Both the types of courses and the way in which the courses are delivered have been examined closely.

**Program Outcomes (Exit-Level) Assessment**

Program outcomes assessment, or major field of study assessment, is designed to measure how well students are meeting institutionally stated program goals and objectives. As with other levels of assessment, selection of the assessment instruments and other parameters (such as target groups, when assessment occurs, etc.) is the responsibility of the institution. Institutions are encouraged to give preference to nationally standardized instruments that supply normative data. The instrument selected should measure the skills and abilities specific to the program and to higher level thinking skills. Results are used to revise the curricula.

Program outcomes assessment methods used by State System institutions are diverse. Faculty members in each academic program or major field of study are responsible for developing their own methods of assessing to what degree students meet the stated program goals and objectives. Assessments include structured exit interviews, surveys of graduating seniors and employers, the Educational Testing Service’s (ETS) Major Field Assessment Tests (MFAT), national graduate school admission exams (GRE, MCAT, GMAT), the ACT College Outcome Measured Program (COMP), senior projects, portfolios, recitals, national and state licensing exams, internships, capstone courses, theses, transfer GPAs, admission to professional schools, retention rates, and job placement.

**Assessment of Student Satisfaction**

Student and alumni perceptions are important in the evaluation and enhancement of academic and campus programs and services, because they provide an indication of the students' subjective view of events and services, which collectively constitute their undergraduate experiences. Student satisfaction evaluation can be accomplished via surveys, interviews, focus groups, etc. The resulting data are used to provide feedback to improve programs and services. On many campuses, students expressed satisfaction with the availability and interest of faculty and staff, academic preparation for future occupations, classroom facilities, campus building and grounds, class size, libraries, cost, and other services. Common areas of dissatisfaction were food services, course availability, veteran’s services, availability of student housing, job placement assistance, financial aid services, student activity fee uses, and parking.

Changes have been instituted as the result of this student feedback. Common changes include technology additions and upgrades to improve academic and administrative services and student access to computers and the Internet, expanded orientation programs, as well as enhanced tutoring services, student activities, food services and career counseling and placement. New facilities have been constructed and older facilities have been remodeled to meet students’ needs.
Nationally standardized surveys are used most often, but locally developed surveys are administered at some colleges and universities. Students are often surveyed at entry, during their college experience, and after they graduate. Many institutions also survey withdrawing students. The ACT Student Opinion Survey (SOS) is the most commonly used instrument. Others include the Noel-Levitz Student Satisfaction Inventory (SSI), the ACT Alumni Survey, the ACT Withdrawing or Non-returning Student Survey, and the ACT College Outcomes Survey (COS).

**Graduate Student Assessment**

Beginning fall 1996, higher education institutions that charge graduate students the student assessment fee must perform assessment beyond the standard requirements for admission to and graduation from a graduate program. Nine of the 10 universities offering graduate programs (Oklahoma State University, University of Central Oklahoma, East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, Cameron University, and Langston University) reported graduate student assessment activities that include licensure, certification, and comprehensive exams; portfolios; capstone courses; practica; theses; interviews; and surveys.

**CONCLUSION**

Student assessment in The Oklahoma State System of Higher Education is defined as:

“A multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements” (II-2-117).

As evidenced by the institutional reports, the two major objectives of student assessment -- to improve programs and to provide public accountability -- are being achieved by Oklahoma's colleges and universities. As institutional implementation of student assessment has evolved, continued enhancements and improvements have been documented.

The process of student assessment is as important as the outcomes generated. By establishing a process to assess students, institutions have learned valuable information about their students and programs. To assess the degree to which students are meeting the goals and outcomes of a program, an institution must first define the goals and desired outcomes. Institutions have used assessment tools to measure value-added gains; that is, the skill improvement that can be directly attributed to the institution. For example, institutions found, by testing new freshmen and then retesting these students after they completed the general education requirements, that the general education curriculum achieved the desired results and improvements in their students’ competency levels.

Institutions also have improved the process of gathering and using assessment information. Assessment days or class times are designated to encourage more students to seriously participate in mid-level and program outcomes testing. Strategies for increasing the response rates to surveys are evaluated. Assessment information has been integrated into other institutional review processes, and results are shared widely with faculty and students.

Supplement available upon request.
AGENDA ITEM #13:

SUBJECT:

Teacher Education Program Admission.

RECOMMENDATION:

It is recommended that the State Regents approve the posted policy revisions to the “Criteria for Admission to Teacher Education in Oklahoma Institutions of Higher Education.”

BACKGROUND:

In response to the legislature in 1985, the State Regents selected the Pre-Professional Skills Test (PPST) as one criterion for admission to teacher education programs. The PPST is a basic skills test designed to measure student competencies in math, reading, and writing. The test has been required since 1990, initially of all students. In 1992, the policy was revised to exempt students from taking the PPST if they met one of the alternative criteria: a composite ACT/SAT at or above the 50th percentile or a GPA of 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours). In spring 1996, the State Regents deleted the ACT/SAT admission criterion resulting in two options for admission into teacher education: (1) earning a GPA of 3.00 or higher in all liberal arts and sciences courses (a minimum of 20 hours) or (2) passing all three sections of the PPST.

In September 1997, a general education test to be administered by the Oklahoma Commission for Teacher Preparation (OCTP) was added as a teacher licensing and certification requirement by the legislature. While in the process of developing the test, the OCTP determined that the PPST did not meet the legislative mandate that critical thinking be a separately tested item. The OCTP selected the Oklahoma General Education Test (OGET), as developed by National Evaluation Systems, Inc. (NES) to meet the legislatively required general education certification examination. The OGET is one of three tests required for teacher certification.

The Oklahoma Association of Colleges of Teacher Education (OACTE) recommended that the OGET be added as an admission criterion to teacher education. In addition to allowing a third avenue for admission, it eliminates the cost of an additional test for students who do not meet the GPA admission requirement. It also permits the student to pass one of the three tests for teacher certification early in their college career and immediately following the completion of relevant coursework. In response to OACTE’s recommendation, the State Regents indicated that when sufficient data were collected by the testing company to validate the OGET as an admission test, the State Regents would consider adding it as a third admission option.

POLICY ISSUES:

The State Regents’ “Criteria for Admission to Teacher Education in Oklahoma Institutions of Higher Education” regulates admission standards for teacher education. Currently, students may achieve a liberal arts and sciences college GPA of 3.0 or higher in all liberal arts and sciences course (a minimum of 20 hours) or score at or above the level designated for math, reading, and writing on the PPST.
ANALYSIS:

In fall 2001, NES examined the comparability of the OGET and the PPST. The purpose of this study was to determine if the OGET, which was designed as a certification test, is an appropriate test for the State Regents to adopt as an admission criterion for teacher education programs at the public universities. NES developed the planning document for the study using information provided in the 1998-99 Teacher Education Program Admission Study.

Four State System institutions, Oklahoma State University, Northeastern State University, the University of Central Oklahoma, and Southwestern Oklahoma State University, agreed to identify students eligible to participate in the study. Eligible students were those with a liberal arts and sciences coursework GPA (in a minimum of 20 hours) of less than 3.0, requiring them to take the PPST for admission to a teacher education program. Recruitment efforts for the study focused on students who had recently taken the PPST.

To conduct the study, 84 eligible students took the OGET in proctored examinations at the four participating campuses. Test scores on the OGET and PPST were compared based on the percentage of examinees who passed both the OGET and all three tests comprising the PPST; percentage of examinees who failed both the OGET and one or more of the tests comprising the PPST; percentage of examinees who failed the OGET only; and percentage of examinees who failed one or more of the tests comprising the PPST only.

State Regents’ staff and institutional research and assessment professionals at Rogers State University analyzed the NES report. The analysis resulted in the following conclusions:

- The OGET and PPST have fairly consistent construct and objectives.
- The additional constructs tested by OGET are tailored to be consistent with Oklahoma’s general education competencies.
- The statistical values support the consistency of decisions that result from using the OGET in place of the PPST.
- NES’ comparability study lends validation to adding passage of the OGET as an admission option for students with a liberal arts and sciences GPA below the required minimum for admission to teacher education programs.

The Burros Institute, an assessment company serving in an advisory capacity for the OCTP, has expressed support for the comparability report. In separate actions, the OACTE, the academic vice presidents from the teacher education universities, and the Presidents Council reviewed the NES report and voted unanimously to recommend to the State Regents that the OGET be added as a third pathway for admission to teacher education.

It is recommended that the State Regents approve the posted policy revision adding the OGET as an additional option for admission to teacher education with the provision that follow-up studies comparing the success of students admitted via the respective three avenues be conducted. Additionally, the teacher education universities are directed to use students’ performance on the OGET as a means to improve the general education curriculum as warranted.
CRITERIA FOR ADMISSION TO TEACHER EDUCATION IN OKLAHOMA INSTITUTIONS OF HIGHER EDUCATION

Students may qualify for admission to teacher education in Oklahoma system institutions of higher education by meeting one of the two performance criteria described below:

1. Achieve a liberal arts and sciences college grade-point average (GPA) of 3.0 or higher in all liberal arts and sciences courses.

   Students may qualify for admission if they achieve a grade-point average of 3.0 or higher on a 4.0 scale in all liberal arts and sciences courses (a minimum of 20 hours) as defined in the Policy Statement on Undergraduate Degree Requirements and Articulation.

2. Score at or above the level designated for math, reading, and writing on the Pre-Professional Skills Test (PPST).

   Students may qualify for admission if they score at or above the following designated levels for the PPST: math 171, reading 173, writing 172. Responding to Section 21 of SCR 34 (1985), the Oklahoma State Regents for Higher Education, in cooperation with teacher education institutions in Oklahoma, selected the PPST as one criterion for admission to teacher education programs throughout Oklahoma. The PPST will be administered to students who have completed at least 30 semester hours of credit.

   [A. is moved to new section 3. OGET]

   Students who score below the designated level on any section(s) of the PPST will be permitted to retest. Institutions will conduct a strong counseling program for undergraduate students who do not pass the PPST for assisting and advising them in remedial efforts or redirection to another area of professional preparation that better matches their individual abilities. As part of their remedial effort, institutions will offer students a remedial plan for each of their PPST-deficient areas and establish an appropriate time frame for completion.

   [C. is moved to new section 3. OGET]

   3. Achieve a passing score at the level required by the Oklahoma Commission for Teacher Preparation for state certification on the Oklahoma General Education Test (OGET).

   [inserted from section 2. PPST]

   The profession of teaching requires knowledge and abilities in the core curriculum areas. Accordingly, the PPST and the OGET assess these disciplines. Therefore, it is recommended that students desiring entry into teacher education programs pass the general education courses listed below prior to taking the PPST or the OGET:

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1 Baccalaureate degree graduates from accredited universities in the United States are assumed to have the basic skill competencies tested by the PPST and may be exempt from this requirement.

2 The PPST is available in two delivery formats: paper/pencil and computer-based.
English Composition 6 hours
Mathematics 3 hours
U. S. History and U. S. Government 6 hours
(see Policy Statement on Undergraduate Degree Requirements and Articulation; Section IV)
Humanities 6 hours
(chosen from non-performance courses defined as humanities by the institution granting the degree)
Social and Behavioral Sciences 3 hours
Science 6 hours
(one course must be a laboratory science)
TOTAL 30 hours

[inserted from section 2. PPST]
Two-year colleges may participate in the PPST and the OGET programs.

4. Principles

A. Part III of the State Regents' admission policy notes that "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."

B. With the addition of the Oklahoma Minority Teacher Recruitment Center to the State Regents' organization, Regents' staff will devote planning to minority recruitment activities and discuss such planning and any proposals with State System institutions.

C. Teacher education student performance data will be used to review the usefulness of the three admission options. Based on this research, the policy will be revised as needed.

AGENDA ITEM #14-a:

Tulsa

SUBJECT: Policy changes concerning the operation of the University of Oklahoma (OU)/Oklahoma State University (OSU) Graduate Education and Research Center.

RECOMMENDATION:

It is recommended that the State Regents post the proposed changes in the “Function and Operating Policy for the OU/OSU Graduate Education and Research Center, Tulsa” and the “Policy on Functions of Public Institutions” as described below.

BACKGROUND:

Two studies conducted by the State Regents in 1997 indicated that Tulsa’s primary need was for expanded graduate education and research opportunities. A public hearing conducted by the Tulsa Metropolitan Chamber of Commerce in January 1998 confirmed the findings and reiterated the need for a significant presence of the state’s two public comprehensive universities in Tulsa.

In January 1998, the State Regents received and posted a plan prepared by the OU and OSU for jointly operating a Graduate Education and Research Center in Tulsa. Senate Bill 1426 passed by the Oklahoma Legislature in 1998 called upon the State Regents to establish the OU/OSU center. The “Function and Operating Policy for the OU/OSU Graduate Education and Research Center, Tulsa” was approved on June 30, 1998 and center operations began in fall 1998.

Total headcount at the Graduate Research Center for fall 2001 is 1,291 compared to 1,409 in fall 2000 (a decrease of 118 or 8.37 percent). OSU headcount is 945 compared to 923 in fall 2000 (an increase of 22 or 2.38 percent). OU headcount for fall 2001 was 346 compared to 486 for fall 2000 (a decrease of 140 or 28.81 percent). It is important to note that OU’s decrease at the Graduate Research Center is due to the move of OU’s graduate programs to the Schusterman Center. Overall OU graduate enrollment in Tulsa shows a 2 percent increase (492 in fall 2001 and 483 in fall 2000). Enrollment numbers do not include students at the OU Health Sciences Center and the OSU Center for Health Sciences.

POLICY ISSUES:

The current policy has not changed since implementation in 1998. The proposed policy incorporates changes necessitated by OU’s physical move, and OSU’s computer system conversion that prohibits communication with OU’s student record system. The reason for the revision is to ensure sufficient student demand and efficient use of scarce resources. The original intent for Oklahoma’s two comprehensive universities to deliver cooperative and collaborative programs to students in Tulsa remains intact. Additionally, the proposed policy remains consistent with Senate Bill 1426. A copy of the proposed policy is attached.
An excerpt of the “Policy on Functions of Public Institutions” is attached. It is proposed that the “OU/OSU Graduate Education and Research Center, Tulsa” be deleted as a constituent agency. This change is consistent with SB 1426 and the proposed policy revisions.

ANALYSIS:

It is necessary to modify the policy to accommodate two key administrative changes: OU’s purchase and move to 4502 East 41st Street in Tulsa (the Schusterman Center) effective fall 2002, and OSU-Tulsa’s computer conversion involving the transmission of student records. Further incentive for the changes is the ability to streamline operations and remove an unnecessary layer of the administrative process, while continuing the unified admission and course transfer benefits of the policy. Additionally, editorial changes have been made to enhance clarity and readability.

OSU and OU are committed to maintaining a cooperative graduate research working relationship in Tulsa. The proposed policy reflects continued cooperation and coordination between the universities by retaining management coordination and other policy elements. It is important to note that students may continue to use one admission form, and the transferability of courses between the institutions will remain intact. Substantive changes to the policy are summarized below.

FUNCTION:

Graduate Education (changed from “Programs”). It is noted that graduate courses as well as graduate certificate and degree programs, excluding medical offerings affiliated with the OU Health Sciences Center and the OSU Center for Health Sciences, will be managed as described in the Operations section of the policy. Additionally, specific mention of Northeastern State University and Langston University has been deleted due to branch campus status effective July 1, 2001.

Research. The Center will promote and facilitate the sharing and/or joint acquisition of library materials, equipment, or learning materials when practically feasible. Additionally, the policy continues to allow for collaborative research among universities in the region including the University of Tulsa.

OPERATION:

Coordinating Council. A section on membership and responsibilities has been added for clarification. In summary, the membership of the Council will continue operating with the Tulsa presidents or their designee rotating the chairmanship and vice-chairmanship annually. The responsibilities of the Coordinating Council include managing strategic planning for research and graduate education activities in Tulsa. The Coordinating Council will review new graduate program requests for Tulsa. If the Coordinating Council is unable to reach consensus about a new program, the matter will be forwarded to the State Regents for resolution.

Graduate Programs. The universities will establish procedures to support and encourage integrated student participation in graduate programming in Tulsa.

Funding. Each institution will submit individual budget requests to the State Regents for the operation of the Center. Additionally, each institution will be responsible for the collection and retention of tuition and fees, and be accountable for all funds allocated for graduate education and research in Tulsa.
Both presidents and staff of OU and OSU in Tulsa have participated in the development of the proposed policy. The presidents of both main campus institutions have reviewed the draft and remain committed to the cooperative relationship and facilitating educational opportunities for the Tulsa community. As previously noted, this addition is designed to ensure the efficient use of scarce resources.

Staff recommends the proposed policy be posted as described above.
The 1998 Oklahoma Legislature in Senate Bill No. 1426, Section 13 (70 O.S., Section 4673) authorizes the State Regents to establish the University of Oklahoma/Oklahoma State University Graduate Center at Tulsa and provide for a joint consortium for research as part of the Center. The Center is recognized as a constituent agency and will be funded separately from the allocations to the universities. The identity and joint academic management of the Center will be separate and autonomous from OSU-Tulsa. The function and operation of the Center recognizes the statewide graduate education and research functions of OU and OSU and is specified by the Oklahoma State Regents for Higher Education as follows:

**FUNCTION:**

The University of Oklahoma and Oklahoma State University will cooperatively establish and operate a center in Tulsa to provide enhanced graduate education and research services designed to meet the needs of the greater Tulsa community.

1. **Programs: Graduate Education.** Programs of the two State System comprehensive universities in Tulsa will be extensions of and closely coordinated with the programs on the universities' other campuses. The universities may, with State Regents' approval, offer unique new programs in Tulsa to meet specific community need. 

   - The Center will coordinate the offering of individual graduate courses as well as graduate certificate and degree programs offered by OU and OSU will be managed as specified in the operations section of this policy, excluding medical program offerings at the OU Tulsa Medical College affiliated with the OU Health Sciences Center and the OSU College of Osteopathic Medicine. 

   - Northeastern State University, Langston University, and other accredited universities may also offer graduate courses, certificates, and programs at the 700 North Greenwood location in accordance with applicable State Regents' policies. These universities will also have student access to library and other support services.

2. **Research**

   a. The Center will promote and facilitate responses to requests from industry, businesses, and others in the Tulsa region for research services from OU and/or OSU.

   b. The Center will coordinate the joint research activities of both State System comprehensive universities in Tulsa.

   c. The Center will enhance the opportunity for businesses and industry in the Tulsa region to have more direct access to the intellectual capital of both OU and OSU and provide a vehicle to foster research opportunities of particular interest to the Tulsa region.

   d. The Center may enhance the opportunity for collaborative research with other universities in the region, including The University of Tulsa.
e. The Center will promote and facilitate the sharing and/or joint acquisition of library materials, equipment, or learning materials for Tulsa programs between OU and OSU where practical and feasible.

OPERATION:

1. **Location.** The Center’s instructional and research activities may will take place at various locations including but not limited to the 700 North Greenwood campus of OSU-Tulsa, the OU Health Sciences Center Tulsa campus, and the OSU College of Osteopathic Medicine facilities provided by OU and/or OSU.

2. **Management.** The Center will be jointly managed by OU and OSU.

3. **Central Office.** A central office will be established to serve as the interface between the two universities and the public. The office will house administrative staff from both universities who will be responsible for directing and coordinating the activities of their respective universities that are associated with the Center. The staff will also coordinate the joint activities of the two universities.

3.4. **Faculty and Staff.** Each university will hire its own faculty and staff and operate its own graduate and research programs consistent with its own policies and procedures.

4.5. **Coordinating Council.**

a. **Membership.**

The activities of OU and OSU associated with the Center will be coordinated by a board composed of The membership of the Coordinating Council will include an equal number of faculty and staff representatives from each university, the Center Director, and the presidents of OU and OSU or the president’s designee. The president of OU will serve as chairman and the president of OSU will serve as vice-chairman of the Council in FY 99, the first year of the Center’s operation. Thereafter, the chairmanship and vice-chairmanship will rotate annually between the president of OSU and the president of OU or assigned designees.

b. **Responsibilities.** The Coordinating Council will manage strategic planning for research and graduate education activities in Tulsa. The Coordinating Council will review graduate programs new to Tulsa. If the Coordinating Council is unable to reach consensus about a program, the State Regents will resolve the matter.

6. **Director.** The director of the Center will be selected by the Chairman of the Coordinating Council with the approval of the Vice-Chairman. The director will be evaluated annually by the Chairman and Vice-Chairman.

6-5. **Research Advisory Council.** An advisory board of citizens from the Tulsa region will be established to advise the two universities on the operation of the Center and the joint research and instructional activities of the two universities in Tulsa. The board will be composed of an equal number of members appointed by the president of each university.

7.6. **Graduate Programs.** The universities will establish procedures to support and encourage integrated student participation in graduate programs in Tulsa. offered through the Center will be fully
integrated.

a. Admission. Students will may apply for admission to the Center using a single application form. On the basis of their credentials and educational goals, students may either be admitted to a specific certificate or degree program or be admitted in a non-degree-seeking status. Students seeking admission to a certificate or degree program will be evaluated for admission in the same manner as students applying to the same program on the home campus of the admitting university—offering the degree. In most cases this evaluation will include review by an admissions committee of faculty drawn from the degree program. Students who are undecided on a degree program or are interested in taking graduate courses without being admitted to a degree program and who meet the minimum requirements for graduate admissions set jointly by the two universities, may be admitted as non-degree candidates to either OU or OSU or may be admitted in pending status to the Center. Students admitted in pending status must meet the minimum requirements for graduate admissions set jointly by the two universities. Consistent with the policies of the respective universities, students may transfer between degree programs offered by OU and OSU in Tulsa without additional application fees.

b. Academic Advising. Students admitted to a degree program will be advised by the faculty of the university offering the degree. Unclassified students will be advised by staff or faculty designated by the Center admitting university.

c. Enrollment and Transferability of Courses. Once admitted to the Center, students may enroll in any courses offered through the Center for which they meet the prerequisites, and the courses completed may be transferred freely between OU and OSU. All OU and OSU graduate courses taken by a student enrolled through the Center in Tulsa will be treated as resident credit by both OU and OSU; except that in all cases provided the majority of hours applied toward a degree or certificate must be earned from the degree or certificate granting institution. Individual programs may have more restrictive residency requirements where required by accreditation.

d. Joint Cooperative Programs. When possible and desirable to avoid unnecessary duplication, the two universities will share courses and provide joint cooperative degree programs in which students may eventually choose an OU or an OSU track.

8-7. Funding. OU and OSU will annually submit a budget requests to the State Regents for operation of the center, which shall include funding for the central office and funding for OU and OSU graduate instructional offerings and research activities in Tulsa.

The State Regents shall will allocate funds directly to OU and OSU for their respective graduate instructional offerings and research functions at the Center in Tulsa. The basis of the allocation for graduate instructional offerings shall be the contract cost matrix; proposed and current activities, both joint and individual, shall be the basis of the allocations for research. Each institution shall be responsible for the collection and retention of tuition and fees, and be accountable for all funds allocated for graduate education and research in Tulsa.

The State Regents shall designate the OU/OSU Graduate Education and Research Center Fund in the State Regents’ agency budget and allocate state appropriations, student fees, and other revenue generated by Center activities for the operation of the central office and other support functions. Compensation of the Center director and central office shared staff shall be paid directly from the Fund to the employees.
The functions of the 12 public two-year colleges are (1) to provide general education for all students; (2) to provide education in several basic fields of university-parallel study for those students who plan to transfer to a senior institution and complete a bachelor's degree; (3) provide one- and two-year programs of technical and occupational education to prepare individuals to enter the labor market; (4) provide programs of remedial and developmental education for those whose previous education may not have prepared them for college; (5) provide both formal and informal programs of study especially designed for adults and out-of-school youth in order to serve the community generally with a continuing education opportunity; (6) carry out programs of institutional research designed to improve the institutions' efficiency and effectiveness of operation; and (7) participate in programs of economic development with comprehensive or regional universities toward the end that the needs of each institution's geographic service area are met.

Constituent Agencies

OU/OSU Graduate Education and Research Center, Tulsa
Health Sciences Center
Law Center
Geological Survey
College of Veterinary Medicine
Agricultural Experiment Station
Agricultural Extension Division
OSU Technical Branch, Okmulgee
OSU Technical Branch, Oklahoma City
OSU College of Osteopathic Medicine and Surgery

In addition to the statements of functions set forth by the State Regents for the 25 institutions of the State System, each constituent agency also has been authorized to carry out certain programs and projects as authorized by law and by State Regents' action. Copies of these statements may be found in the official files of the University of Oklahoma and Oklahoma State University, under whose administrative jurisdictions the constituent agencies operate.

Educational Programs

An official list of each institution's authorized educational programs is updated and published annually in a document entitled, Operating Budget Needs: The Oklahoma State System of Higher Education, Oklahoma State Regents for Higher Education

NOTE: The functions contained in the above policy statement were originally adopted by the State Regents in February of 1970, and were revised and republished in policy documents in July of 1971 and April of 1976. The whole series of functional statements presented here was revised and re-approved as part of this publication.

AGENDA ITEM #14-b:

Policy, Institution.

SUBJECT: Increased Admission Standards: University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents post the University of Oklahoma’s (OU) request to increase admission standards effective summer 2003.

BACKGROUND:

In 1987-88, entering freshmen at Oklahoma’s two comprehensive universities had the lowest average ACT scores, the highest freshman dropout rates, and the lowest graduation rates in the Big 8 Conference. As a result, in 1988, the State Regents adopted a multi-year phase-in of increased admission standards at the comprehensive and regional universities. Entering students are required to score higher on the ACT or earn better grades in high school to enroll at either of these two tiers. These higher standards encourage high school students to take more academic core courses. By 1998, OU and Oklahoma State University (OSU) had significantly improved student performance rates in these three categories.

Concomitantly, OU initiated a process to improve institutional quality and desires to sustain the momentum already established. Recent outcomes suggest that the emphasis placed on quality is working. At the October 30, 1998 meeting, the State Regents approved a request to increase performance admission standards for OU effective with the fall 2000 freshman class. The approved increases raised the minimum ACT score to 24 and class rank to the top 30 percent, compared to the State Regents’ standard of an ACT score of 22 and class rank of the top 33.3 percent.

In December 2000, the State Regents approved OU’s request to add a minimum ACT score of 22 to the 15-unit core curriculum 3.0 grade point average (GPA) admission option. OU’s requirements exceed State Regents’ minimum requirements for the standardized test, high school rank option, and the 15-unit core curriculum GPA. High school students are required to achieve at higher levels to be admitted to OU.

In February 2001, the State Regents approved OU’s request to establish new admission standards for nonresident applicants. These changes included raising the ACT score required of nonresidents from 24 to 26 or requiring a 3.5 GPA and top 25 percent class rank for non-resident student admission.

In October 2001, the State Regents approved OU’s request to raise admission standards for transfer students. This change included raising the GPA required for admission from 1.7 for students with 7 to 30 credit hours and 2.0 for students with more than 30 hours to 2.5 for all students with less than 60 hours.

The increase in admission standards has been accompanied by increases both in enrollment and student retention. In fall 1989, OU enrolled 2,421 first-time entering freshmen. In fall 2001, OU enrolled 3,748 first-
time entering freshmen. In 1988, OU had a first to second year retention rate of 71.4%. By 2000, the retention rate had increased to 83%. It is likely that this upward trend in persistence rates will continue.

To fulfill its mission of providing the best possible educational experience for Oklahoma’s brightest students, OU is working diligently to increase the quality of its educational programs. OU officials are attempting to ensure that admission standards are set to attract those students who are prepared to be successful in a rigorous academic environment, while continuing to serve Oklahoma students.

OU has requested the following change in requirements for Oklahoma resident applicants to its admission policy:

<table>
<thead>
<tr>
<th>CURRENT OU REQUIREMENT</th>
<th>PROPOSED REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automatic Admission</td>
<td>Automatic Admission</td>
</tr>
<tr>
<td>• 24 ACT or 1090 SAT</td>
<td>• 24 ACT or 1090 SAT composite</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>• 3.0 high school GPA and top 30% of class <strong>OR</strong></td>
<td>• 3.0 high school GPA and top 25% of class</td>
</tr>
<tr>
<td>• 3.0 high school GPA in State Regents’ 15-unit core curriculum and 22 ACT</td>
<td>• 3.0 high school GPA in State Regents’ 15-unit core curriculum and 22 ACT or 1020 SAT</td>
</tr>
<tr>
<td>Admitted on Space Available Basis*</td>
<td></td>
</tr>
<tr>
<td>• 3.0 high school GPA and top 26-30% of class</td>
<td></td>
</tr>
<tr>
<td>• 3.0 high school GPA in State Regents’ 15-unit core curriculum and 22 ACT</td>
<td></td>
</tr>
</tbody>
</table>

*Applicants who do not meet the automatic admission requirement but who otherwise meet the minimum standards for resident students will be placed on a waiting list and notified of that status.

Under the new policy, OU applicants on the waiting list will be reviewed periodically and admitted on a space available basis taking into consideration ACT/SAT scores, GPA, class rank and the date on which the application was received. The summer provisional admission program will not be offered to resident applicants until all of the resident applicants on the waiting list have been admitted. The June 1 deadline for American students (residents and non-residents) and the April 1 deadline for international students will remain in effect for fall applicants.

POLICY ISSUES:

The State Regents' "Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System" establishes admission requirements and principles for institutions. The policy encourages institutions to establish higher admission standards: "Institutional and individual programs' admission policies should be considered minimal. Institutions are encouraged to propose more rigorous standards for approval by the State Regents."

This request is consistent with the goals of the State Regents’ Brain Gain 2010 initiative to increase the number of Oklahoma residents earning a college degree by promoting academic success and improving the probability of degree completion.

ANALYSIS:

OU is committed to providing the best possible educational experience for its students. It is therefore important that the number of students enrolled does not exceed the university’s capacity to provide such an experience. During the past six years, the number of first-time freshmen and the total number of
undergraduate students has grown to record levels. Last year, the university received an unprecedented and unpredicted number of undergraduate applications for the fall 2001 semester. This led to the State Regents’ approval of OU’s request for higher admission standards for non-resident students in February 2001. Although this plan was successful in reducing the number of students admitted, a record number of 3,748 students enrolled for fall 2001, an increase of 9.8 percent over fall 2000.

As of May 3, 2002, OU has admitted 5,921 first-time freshmen and current projections indicate that the 2002 freshman class may be as large as the 2001 class. This would exceed the university’s capacity to provide class sections, housing, and other forms of support for students. OU’s optimal freshman class size is approximately 3,650 students.

The proposed revision does not change the institution’s overall admission standards, but it would allow OU to admit the most qualified applicants first. Importantly, the proposed change maintains the current differential admission standards for resident and non-resident students. Non-residents must score at least 26 on the ACT to qualify for automatic admission. Residents with ACT scores of 24 and above will be automatically admitted. It is estimated that approximately 400 applicants would be placed on the waiting list under this new policy. The proposed change is consistent with approaches used by other top-ranked public universities to manage enrollments.

**High Admission Selectivity Often Supports Higher Institutional Graduation Rates**

Using ACT data, the *Postsecondary Education Opportunity* newsletter recently reported that institutional graduation rates are directly related to the academic selectivity of the admitting institution. In 2001, graduation rates at institutions that award bachelor’s degrees (public and private) using higher admission requirements were dramatically higher than graduation rates at less selective institutions of the same type: 78.7 percent at highly selective institutions compared to 36.5 percent at open admission colleges and universities.1

Increasing OU’s admission standards is expected to increase graduation rates by improving students’ potential for academic success. In turn, these efforts will support the goals of *Brain Gain 2010* by increasing the number of college degree holders in Oklahoma.

**RECOMMENDATION:**

Each time the State Regents raise the expectations for student performance, students respond. Similarly, OU’s initiative to manage its enrollment will pay dividends for OU, the Oklahoma State System of Higher Education, and, most importantly, Oklahoma students. The OU Board of Regents approved the proposed revisions at its March 27, 2002 meeting. OU’s request to increase admission standards effective summer 2003 is presented for posting.

Attachment

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DRAFT  

Admission Requirements for  
First-Time Entering Freshmen  
2003 - 2004

Applicant must be a graduate of an accredited high school or awarded a GED certificate.¹

<table>
<thead>
<tr>
<th>PERFORMANCE REQUIREMENTS FOR AUTOMATIC ADMISSION</th>
<th>RESIDENT</th>
<th>NON-RESIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT score of 24</td>
<td>ACT score of 26</td>
<td>SAT score of 1050</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>SAT score of 1170</td>
</tr>
<tr>
<td>SAT score of 1060</td>
<td>OR</td>
<td>Unweighted cumulative GPA of at least a 3.0 (on a 4.0 scale)</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>AND Rank in the top 25% of your high school graduating class</td>
</tr>
<tr>
<td>Unweighted cumulative GPA of at least a 3.0 (on a 4.0 scale)</td>
<td>OR</td>
<td>Unweighted cumulative GPA of at least a 3.5 (on a 4.0 scale)</td>
</tr>
<tr>
<td>AND Rank in the top 25% of your high school graduating class</td>
<td>OR</td>
<td>AND Rank in the top 25% of your high school graduating class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE REQUIREMENTS FOR WAIT LIST</th>
<th>RESIDENT</th>
<th>NON-RESIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants who do not meet the requirements listed above, but do meet the requirements listed below will be placed on a wait list and notified of this status.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicants on the wait list will be admitted on a space available basis, with preference given to the most academically qualified applicants in the pool.</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESIDENT</th>
<th>NON-RESIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT score of 24</td>
<td>ACT score of 24</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>SAT score of 1060</td>
<td>SAT score of 1060</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>Unweighted cumulative GPA of at least a 3.0 (on a 4.0 scale)</td>
<td>Unweighted cumulative GPA of at least a 3.0 (on a 4.0 scale)</td>
</tr>
<tr>
<td>AND</td>
<td>AND</td>
</tr>
<tr>
<td>Rank in the top 25-30% of your high school graduating class</td>
<td>Rank in the top 25-30% of your high school graduating class</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>A cumulative GPA of at least a 3.0 on the Oklahoma State Regents' required high school core curriculum⁶</td>
<td>A cumulative GPA of at least a 3.0 on the Oklahoma State Regents' required high school core curriculum⁶</td>
</tr>
<tr>
<td>AND</td>
<td>AND</td>
</tr>
<tr>
<td>ACT score of 22</td>
<td>ACT score of 22</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>SAT score of 1050</td>
<td>SAT score of 1050</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESIDENT AND NON-RESIDENT CORE CURRICULAR REQUIREMENTS</th>
</tr>
</thead>
</table>
| 4 units of English  
Grammar, composition and literature only. |
| 3 units of college prep math  
Algebra I, algebra II, geometry, math analysis, or calculus. |
| 2 units of laboratory science  
Does not include general science, with or without a lab. One year of applied biology, chemistry or principles of technology may substitute for one of the lab science courses, provided that the student also completes a traditional lab science course. |
| 2 units of history  
One must be American history. |
| 1 unit of citizenship skills  
Economics, geography, government or non-western culture. |
| 3 units of additional subjects  
From any of the subjects previously listed, computer science or foreign language. Two years of the same foreign language will satisfy the foreign language general education requirement. The University also recommends work in music, art, drama or speech. |

¹Home educated applicants or graduates from unaccredited high schools must qualify for admission by test score. In most cases, a GED recipient's high school class must have graduated by the desired matriculation date.

²This grade point average is computed on a 4.0 scale with a standard weighting (1.0) given only to college bound Advanced Placement courses and International Baccalaureate higher level courses.

The University of Oklahoma, with approval of the Oklahoma State Regents for Higher Education, may alter admission requirements at any time, when it is in the best interest of the University and our students to do so.

**APPLICATION DEADLINES**

Your application MUST be received by the Office of Admissions by the dates below. However, you are encouraged to apply as early as possible to maximize opportunities for housing, financial aid and early enrollment.

- June 1 - Fall Semester
- November 1 - Spring Semester
- April 1 - Summer Semester

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43
EXEMPLARY FROM STATE REGENTS ADMISSION POLICY

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

1. **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, (c) has participated in the American College Testing program or a similar acceptable battery of tests, 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.

<table>
<thead>
<tr>
<th>Performance-Based Admission Standards: Comprehensive Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standardized Tests</strong></td>
</tr>
<tr>
<td>(\text{OR})</td>
</tr>
<tr>
<td><strong>High School Performance A</strong></td>
</tr>
<tr>
<td>(\text{OR})</td>
</tr>
<tr>
<td><strong>High School Performance B</strong></td>
</tr>
</tbody>
</table>

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

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\(^3\)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.

\(^6\)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 12 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.

\(^7\)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.

\(^8\)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.
• In fall 2000 (test score and class rank) as set approved by the State Regents in October 1998. Additionally,
• An ACT minimum requirement on the High School Performance B option was as authorized approved by the State Regents in December 2000. OU is authorized to establish
• 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) 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.
AGENDA ITEM #15-a:

Program.

SUBJECT: University of Oklahoma Health Sciences Center (OUHSC). Approval of request to offer the Master of Science in Genetic Counseling.

RECOMMENDATION:

It is recommended that the State Regents approve OUHSC’s request to offer the Master of Science in Genetic Counseling with the stipulation that continuation of the program beyond fall 2007 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll 6 majors in fall 2006 and graduate 5 students in 2006-07.

BACKGROUND:

Academic Plan

OUHSC’s Academic Plan lists the following institutional priorities:

- recruiting high quality applicants for undergraduate medical programs;
- including critical thinking (research and problem-solving) opportunities in the undergraduate medical curriculum;
- increasing the number of primary care physicians; and
- strengthening the existing residency programs.

APRA Implementation

Since 1991-92, OUHSC has deleted 11 degree programs.

Program Review

OUHSC offers 58 degree programs (6 baccalaureate, 30 master’s, 16 doctorates, 4 first professional, and 2 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, OUHSC 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

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

POLICY ISSUES:

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

ANALYSIS:  

Master of Science in Genetic Counseling

Program purpose. The purpose of the proposed program is to prepare students for employment in pediatric and obstetric departments of universities, private obstetric clinics, clinical laboratories, and national laboratories.

Program rationale/background. The proposed program was developed in response to the growing demand for genetic counselors with expertise in translating complex information for other medical professionals, patients, and their families in a manner that is precise and understandable. The need for appropriately trained genetic counselors will continue to increase with the advent of new developments in genetic technology and the discovery of the causes of genetic disorders.

Employment opportunities. Most national laboratories providing any level of genetic testing services have genetic counselors on staff. A survey conducted by OUHSC in November 2000 indicated an unmet need in Oklahoma and other southern states for genetic counselors. The need for trained genetic counselors is expected to expand in current pediatric uses, and in areas of common chronic adult conditions, such as heart disease, diabetes, and cancer.

Student demand. The proposed program is expected to enroll 6 majors in fall 2006 and graduate 5 students in 2006-07. Due to the selectivity of the program, OUHSC will admit only 3 students the first year, and expand to admit 5 students per year starting the fifth year. Therefore, productivity expectations will meet State Regents’ minimum requirements.

Duplication/Impact on existing programs. No similar programs exist in Oklahoma.

Curriculum. The proposed degree program consists of 47 prescribed credit hours. Thirteen new courses will be added and are asterisked on Attachment A.

Faculty and staff. Existing faculty in the Department of Pediatrics in the College of Medicine will teach the proposed degree program.

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

Financing. Funding will be allocated from internal sources, so no additional funding is requested.

Attachment
OUHSC
Master of Science in Genetic Counseling

Sample Class Schedule

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>GENC5003-Topics in Genetic Counseling I 3</td>
<td>GENC5203-Medical Genetics Clinic Practicum 3</td>
</tr>
<tr>
<td></td>
<td>GENC5023-Psychosocial Aspects of Genetic Couns. 3</td>
<td>GENC5113-Cytogenetics Laboratory Practicum 3</td>
</tr>
<tr>
<td></td>
<td>GENC5033C-Medical Genetics 3</td>
<td>GENC5980-Thesis 3</td>
</tr>
<tr>
<td></td>
<td>BSE 5153-Clinical Trials 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total: 12</strong></td>
<td><strong>Total: 9</strong></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>GENC5013-Topics in Genetic Counseling II 3</td>
<td>GENC5313-Prenatal Ultrasound Clinic Practicum 3</td>
</tr>
<tr>
<td></td>
<td>BSE 5183-Biostatistic Methods I 3</td>
<td>GENC5123-Molecular Genetics Lab Practicum 3</td>
</tr>
<tr>
<td></td>
<td>BSE 5001-Statistical Computer Methods I 1</td>
<td>GENC5303-Advanced Clinical Practicum 3</td>
</tr>
<tr>
<td></td>
<td>GENC5043-The Genetic Basis of Inherited Disease 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total: 11</strong></td>
<td><strong>Total: 9</strong></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>GENC5103-Biochemical Laboratory Practicum 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GENC5213-Prenatal Amniocentesis Clinic Practicum 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total: 8</strong></td>
<td></td>
</tr>
</tbody>
</table>

Total: 47 hours
AGENDA ITEM #15-b:

Program.

SUBJECT: Oklahoma State University Technical Branch – Okmulgee (OSUTB-OKM). Approval of request to offer the Associate in Science in Information Technologies.

RECOMMENDATION:

It is recommended that the State Regents approve OSUTB-OKM’s request to offer the Associate in Science in Information Technologies with the stipulation that continuation of the program beyond fall 2005 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll 30 majors in fall 2004 and graduate 15 students in 2004-05.

BACKGROUND:

Academic Plan

OSUTB-OKM's Academic Plan lists the following institutional priorities:

- expanding OSUTB-OKM's economic development efforts;
- strengthening partnerships with other educational providers, employers, and trade associations;
- implementing a new learning model - Simultaneous Learning;
- increasing students' awareness of their individual responsibilities as employees, citizens, and community leaders; and
- demonstrating accountability to all customer groups.

APRA Implementation

Since 1991-92, OSUTB-OKM has deleted 27 degree programs.

Program Review

OSUTB-OKM offers 28 degree programs (2 associate and 26 associate in applied science), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OSUTB-OKM 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
OSUTB-OKM faculty developed the proposal, which was reviewed and approved by institutional officials and OSUTB-OKM’s governing board.

**POLICY ISSUES:**

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

**ANALYSIS:**

At the October 26, 2001 State Regents’ meeting, OSUTB-OKM was granted a change in function to offer a limited number of associate in science (AS) degrees. OSUTB-OKM’s request for a function change reflected significant student demand for seamlessly transferable associate-level degree programs. The function change will be reviewed for continuation in terms of productivity, academic quality, student outcomes, and fiscal viability in fall 2005.

The following program request is consistent with the approval to offer a limited number of associate in science programs as deemed appropriate for the student demand. This will be the third associate in science program added at OSUTB-OKM. The first two were the AS in Business and the AS in Pre-Education.

*Associate in Science Information Technologies*

**Program purpose.** The purpose of this program is to provide skills and training in various office functions, such as application software, analyzing business office computer needs, establishing word processing and spreadsheet templates, and creating databases for business office applications.

**Program rationale/background.** Information technologies play increasingly important roles in contemporary global society. Experience with and expertise in information technologies are becoming more important for professionals in a variety of business areas. The proposed program enables OSUTB-OKM to serve the incumbent workforce, to provide a transfer degree, and to better serve those students whose needs are not met by the associate of applied science (AAS) alone. OSUTB-OKM’s annual transfer rate for each of the years 1996-2000 was 14 percent, indicating that about 300 students transfer annually into other degree programs around the state. This proposed program will ease the transfer process for such students.

**Employment opportunities.** According to the 2002-03 Occupational Outlook Handbook, in comparison to all other professions, growth in computer occupations is expected to exceed other fields between 2000 and 2010. Information technology-related jobs account for eight of the ten fastest growing occupations. Graduates from information technology programs are in demand by a variety of businesses and industries. This particular program will also prepare students for transfer into a baccalaureate program.

**Student demand.** The proposed program is expected to enroll 30 majors in fall 2004 and graduate 15 students in 2004-05. However, OSUTB-OKM expects higher enrollment at maturity, anticipating enrolling 50 students in fall 2005 and graduating 32 students in 2005-06.

**Duplication/Impact on existing programs.** No similar programs exist in Oklahoma.

**Curriculum.** The proposed program consists of 61 credit hours, including 24 credit hours in core courses and 37 credit hours in general education courses (Attachment A). No new courses will be added.
**Faculty and staff.** Existing faculty in the information technologies AAS program will teach the proposed program.

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

**Financing.** Since OSUTB-OKM currently offers the courses supporting the proposed program through the existing AAS program, no additional costs are expected.

Attachment
GENERAL EDUCATION COURSEWORK
(37 credit hours minimum)

1. English Composition
   ENGL 1113  Freshman Composition I
   AND
   ENGL 1213  Freshman Composition II
   6 credit hours

2. U.S. History
   HIST 1483  U.S. History to 1865
   OR
   HIST 1493  U.S. History Since 1865
   3 credit hours

   POLS 1113  U.S. Government
   3 credit hours

4. Science
   Life Sciences (select one)
   BIOL 1304  General Biology
   BIOL 2104  Human Anatomy
   BIOL 2114  Human Physiology
   BIOL 2124  General Microbiology
   8-9 credit hours

5. Physical Sciences (select one)
   CHEM 1215  General Chemistry I
   CHEM 2213  General Chemistry II
   PHYS 1114  General Physical Science
   PHYS 1214  General Physics I

6. Mathematics (College Algebra or higher)
   MATH 1513  College Algebra
   MATH 1613  Trigonometry
   MATH 2713  Elementary Calculus
   STAT 2013  Statistics
   3 credit hours

7. Humanities
   ENGL 2543  Survey of English Literature I
   ENGL 2653  Survey of English Literature II
   ENGL 2773  Survey of American Literature I
   ENGL 2883  Survey of American Literature II
   GEOG 2243  Fundamentals of Geography
   HIST 1613  Western Civilization to 1500
   HIST 1623  Western Civilization after 1500
   HUM 2103  Humanities I
   HUM 2203  Humanities II
   HUM 2243  Native Peoples of North America
   PHIL 1013  Ethics of Leadership
   PHIL 1213  Ethics
   PHIL 1313  Introduction to Logic
   6 credit hours
8. Electives  

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>GBUS 2243</td>
<td>Small Business Management</td>
</tr>
<tr>
<td>GBUS 2913</td>
<td>Leadership and Organizational Behavior</td>
</tr>
<tr>
<td>GRMN 1113</td>
<td>Elementary German I</td>
</tr>
<tr>
<td>GRMN 1223</td>
<td>Elementary German II</td>
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<tr>
<td>PSYC 1113</td>
<td>Introductory Psychology</td>
</tr>
<tr>
<td>PSYC 2023</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSYC 2313</td>
<td>Psychology of Personal Adjustment</td>
</tr>
<tr>
<td>SOC 1113</td>
<td>Introductory Sociology</td>
</tr>
<tr>
<td>SPAN 1113</td>
<td>Elementary Spanish I</td>
</tr>
<tr>
<td>SPAN 1223</td>
<td>Elementary Spanish II</td>
</tr>
<tr>
<td>SPCH 1113</td>
<td>Introduction to Speech Communications</td>
</tr>
<tr>
<td>SPCH 2313</td>
<td>Small Group Communications</td>
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</table>

CORE COURSEWORK  
(24 credit hours minimum)  

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ITD 1013</td>
<td>Fundamentals of Information Technologies</td>
</tr>
<tr>
<td>ITD 1023</td>
<td>Essentials of Computing</td>
</tr>
<tr>
<td>ITD 1213</td>
<td>Hardware Systems Support</td>
</tr>
<tr>
<td>ITD 1223</td>
<td>Network Systems</td>
</tr>
<tr>
<td>ITD 1233</td>
<td>Database and Program Design</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ITD 1313</td>
<td>Telecommunications</td>
</tr>
<tr>
<td>ITD 1323</td>
<td>Web Technologies</td>
</tr>
<tr>
<td>ITD 1333</td>
<td>Object-Oriented Programming using Java</td>
</tr>
<tr>
<td>ITD 1343</td>
<td>Network Operating Systems</td>
</tr>
</tbody>
</table>

15 credit hours  

9 credit hours
AGENDA ITEM #15-c:

Program.

SUBJECT:  Northeastern State University (NSU). Approval of request to offer the Bachelor of Science in Athletic Training and Bachelor of Science in Environmental Science.

RECOMMENDATION:

It is recommended that the State Regents approve NSU’s request to offer the Bachelor of Science in Athletic Training and Bachelor of Science in Environmental Science with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

- **Bachelor of Science in Athletic Training.**  Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: 20 students in fall 2006
  - Graduates: 10 students in 2006-07

- **Bachelor of Science in Environmental Science.**  Continuation beyond fall 2007 will depend upon:
  - Majors enrolled: 20 students in fall 2006
  - Graduates: 7 students in 2006-07

BACKGROUND:

**Academic Plan**

NSU's Academic Plan lists the following institutional priorities:

- reducing the number of adjunct faculty;
- recruiting diverse faculty;
- providing faculty development opportunities;
- increasing the use of computers and multimedia in the classroom;
- developing tenure standards and criteria;
- creating a distance education office; and
- replacing outdated computers.

**APRA Implementation**

Since 1991-92, NSU has deleted 21 degree programs.
Program Review

NSU offers 86 degree programs (62 baccalaureate, 16 master’s, 1 first professional, and 7 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, NSU 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

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

POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Athletic Training

Program purpose. The proposed program will prepare graduates for careers as entry-level certified athletic trainers, which are recognized by the American Medical Association as allied health care providers.

Program rationale/background. The proposed program is designed to meet the new standards set by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). All students must complete CAAHEP accredited education programs to be eligible for the National Athletic Trainers Association Board of Certification examination. NSU currently offers an option in athletic training under the Bachelor of Science in Health and Human Performance. To meet the 2004 CAAHEP accreditation requirements, the existing option must be developed into an independent baccalaureate program.

Employment opportunities. Colleges and universities, sports medicine clinics, secondary schools, and businesses and industries employ athletic trainers. Athletic trainers also work in a variety of settings with physically active people who are recovering from injuries.

Student demand. The proposed program is expected to enroll 20 majors in fall 2006 and graduate 10 students in 2006-07.

Duplication/Impact on existing programs. Southwestern Oklahoma State University offers a Bachelor of Science in Athletic Trainer. However, given the distance between universities, approval of this program will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of 124 credit hours, including 45 credit hours in general education courses, 56 credit hours in core content, 15 credit hours in general electives, and 8 credit hours in prerequisite courses (Attachment A). Ten new courses will be added and are marked with an asterisk on Attachment A.

Faculty and staff. Existing faculty in the Department of Health and Human Performance will teach the proposed degree program.

Support services. The library, facilities, and equipment are adequate.
Financing. This is an existing option upgrading into an independent baccalaureate program. Additionally, funds are being reallocated internally. Thus, no new funds are needed.

Bachelor of Science in Environmental Science

Program purpose. The proposed program will prepare graduates with the critical thinking skills and scientific knowledge for professional careers in environmental science areas.

Program rationale/background. The proposed program is designed to meet the environmental needs in northeast Oklahoma as determined by a survey conducted by NSU in the university’s 19 county service area. Additionally, the Cherokee Nation has expressed a desire to participate in the proposed degree program due to the demand for qualified professionals in its Environmental Protection Program. The degree program will offer options in “geosciences,” “chemistry,” and “biology.”

Employment opportunities. The need for graduates in the field of environmental science is found in state and federal agencies such as the Environmental Protection Agency and departments of environmental quality. This is a growing field based on expansion of poultry and other livestock operations in northeastern Oklahoma, as well as other environmental concerns.

Student demand. The proposed program is expected to enroll 20 majors in fall 2006 and graduate 7 students in 2006-07.

Duplication/Impact on existing programs Oklahoma State University and Southeastern Oklahoma State University offer a Bachelor of Science in Environmental Science. However, given the distance between universities and the local demand for the program, approval of this program will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of 124 credit hours, including 40-42 credit hours in general education courses, 35 credit hours in core course requirements, 28-31 credit hours in general electives, and 18-19 credit hours in program options (Attachment B). Four new courses will be added and are asterisked.

Faculty and staff. Existing faculty in the Department of Biology and Department of Chemistry will teach the proposed degree program.

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

Financing. By using internally reallocated funds, no funds are requested.

Attachments
### Athletic Training Education Program

#### General Education:
- ENGL 1113, Freshman Composition I: 3 hours
- ENGL 1213, Freshman Composition II: 3 hours
- SPCH 1113, Fundamentals of Oral Communication: 3 hours
- Humanities: 6 hours
- GEOG 2243, Fundamentals of Geography: 3 hours
- POLS 1113, American Federal Government: 3 hours
- HIST 1483 or HIST 1493, American History: 3 hours
- Quantitative Analysis: 3 hours
- Biological Science: ZOOL 1123 & 1132, General Zoology: 5 hours
- Physical Science: 3 hours
- FCS 1653, Nutrition#: 3 hours
- PE Activity: 1 hour
- Computer Literacy: 3 hours
- General Education Electives: PSYC 1113, General Psychology#: 3 hours

**Total Hours:** 45 hours

#### Major/Minor Course Work

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATEP 2381*</td>
<td>Athletic Training Clinical Education I</td>
<td>1 hour</td>
</tr>
<tr>
<td>ATEP 3671*</td>
<td>Athletic Training Clinical Education II</td>
<td>1 hour</td>
</tr>
<tr>
<td>ATEP 3681*</td>
<td>Athletic Training Clinical Education III</td>
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</tr>
<tr>
<td>ATEP 4542*</td>
<td>General Medical for the Athletic Trainer</td>
<td>2 hours</td>
</tr>
<tr>
<td>ATEP 4564**</td>
<td>Therapeutic Modalities w/ 1 hr lab</td>
<td>4 hours</td>
</tr>
<tr>
<td>ATEP 4574**</td>
<td>Rehabilitation of Athletic Injuries w/ 1 hr lab</td>
<td>4 hours</td>
</tr>
<tr>
<td>ATEP 4583**</td>
<td>Organization &amp; Administration of Athletic Training</td>
<td>3 hours</td>
</tr>
<tr>
<td>ATEP 4661*</td>
<td>Athletic Training Clinical Education IV</td>
<td>1 hour</td>
</tr>
<tr>
<td>ATEP 4663*</td>
<td>Current Issues in Athletic Training</td>
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<tr>
<td>ATEP 4673*</td>
<td>Upper Extremity Evaluation</td>
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<td>ATEP 4683*</td>
<td>Lower Extremity Evaluation</td>
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<tr>
<td>ATEP 4763*</td>
<td>Psychosocial and Pharmacological Intervention</td>
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<tr>
<td>ATEP 4771*</td>
<td>Athletic Training Clinical Education V</td>
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<td>Biol 3324</td>
<td>Pathophysiology</td>
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<tr>
<td>HED 2212</td>
<td>First Aid#</td>
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<tr>
<td>HED 2333</td>
<td>Community Health#</td>
<td>3 hours</td>
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<tr>
<td>HED 2392</td>
<td>Diet &amp; Weight Control</td>
<td>2 hours</td>
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<tr>
<td>HED 4383</td>
<td>Care and Prevention of Athletic Injuries#</td>
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<tr>
<td>HED 4363</td>
<td>Kinesiology</td>
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<tr>
<td>HED 4333</td>
<td>Physiology of Exercise</td>
<td>3 hours</td>
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<tr>
<td>HED 4503</td>
<td>Instrumentation of Exercise</td>
<td>3 hours</td>
</tr>
<tr>
<td>Psych 3553</td>
<td>Psychology Statistics</td>
<td>3 hours</td>
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</table>

**Total Hours:** 56 hours

#### Program Prerequisites (see above for additional program prerequisites indicated with #)

- ZOOL 2154, Human Anatomy: 4 hours
- ZOOL 3314, Human Physiology: 4 hours

**Total Hours:** 8 hours

#### Electives: 15 hours

**Total Hours for program:** 124 hours

---

# = Program prerequisites
* = New courses
** = Courses which were modified
Northeastern State University  
Bachelor of Science in Environmental Science:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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<td>Total number of hours required for degree</td>
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<tr>
<td>Number of hours in degree program core</td>
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<tr>
<td>Number of hours in option</td>
<td>18-19</td>
</tr>
<tr>
<td>Number of hours in general electives</td>
<td>28-31</td>
</tr>
<tr>
<td>Number of hours in general education</td>
<td>40-42</td>
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**General Education Requirements:**

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<thead>
<tr>
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<tbody>
<tr>
<td>English 1113</td>
<td>Freshman Composition I</td>
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<tr>
<td>English 1213</td>
<td>Freshman Composition II</td>
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<tr>
<td>Speech 1113</td>
<td>Fundamentals of Oral Communication</td>
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</tr>
<tr>
<td>Humanities 2113 or 2223</td>
<td>General Humanities I or II</td>
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<tr>
<td>Geography 2243</td>
<td>Fundamentals of Geography</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 1113</td>
<td>American Federal Government</td>
<td>3</td>
</tr>
<tr>
<td>History 1483 or 1493</td>
<td>American History I or II</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 1003</td>
<td>Computers in Modern Society</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
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</tr>
<tr>
<td>College Strategies 1001</td>
<td>College Strategies</td>
<td>1</td>
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<td>3 hours from the following</td>
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<td>Humanities 2113</td>
<td>General Humanities I</td>
<td></td>
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<tr>
<td>Humanities 2223</td>
<td>General Humanities II</td>
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<tr>
<td>Humanities 2333</td>
<td>Art in Life</td>
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<tr>
<td>Humanities 2543</td>
<td>Music in Life</td>
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<tr>
<td>English 3413</td>
<td>World Literature</td>
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<tr>
<td>Philosophy 1013</td>
<td>Introduction to Philosophy</td>
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<tr>
<td>History 1113</td>
<td>Early Western Civilization</td>
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<tr>
<td>Foreign Language</td>
<td></td>
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<tr>
<td>3 hours from the following</td>
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<tr>
<td>Health Ed 1113</td>
<td>Personal Health</td>
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<tr>
<td>FCS 1653</td>
<td>Basic Nutrition</td>
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<tr>
<td>2-3 hours, one course from the following one category</td>
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<tr>
<td>Language Arts and Fine Arts</td>
<td></td>
<td></td>
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<tr>
<td>Social Science and Psychology</td>
<td></td>
<td></td>
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<tr>
<td>Business and Technology</td>
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<tr>
<td>Health and Physical Education</td>
<td></td>
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</tr>
<tr>
<td>3-4 hours physical science (see major)</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>3-4 hours biological science (see major)</td>
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<td>3-4</td>
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**TOTAL** 40-42 hours

**ENVIRONMENTAL SCIENCE MAJOR:**

**CORE**

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<tr>
<td>*Chemistry 3523</td>
<td>Environmental Chemistry</td>
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<tr>
<td>Biology 2224</td>
<td>Microbiology</td>
<td>4</td>
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<td>Biology 3524</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Biology 4554</td>
<td>Limnology</td>
<td>4</td>
</tr>
<tr>
<td>Geology 2004</td>
<td>Physical Geology</td>
<td>4</td>
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<tr>
<td>Geology 4134</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
<tr>
<td>Geography 4813</td>
<td>Geographic Information Systems</td>
<td>3</td>
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</table>
En. Management 3033  Environmental Regulatory Compliance 3 hours

Human Dimensions Component 6 hours
Electives from the following:
- Geography 3033 Environmental Geography
- Sociology 4453 Environmental Sociology
- Others as approved by Environmental Science Curriculum Committee

Core Total 35 hours

Geosciences Option – Select 18 hours from the following:
- Geography 4273 Landforms Geography 3 hours
- Geography 4343 Soils and Plant Geography 3 hours
- Geology 3113 Geology of the Economic Non-metallic Minerals 3 hours
- Geology 3213 Geology of the Economic Metallic Minerals 3 hours
- Geography 3343 Weather and Climate 3 hours
* ENS 4713*, 4723* or Internship or Independent Research 6 hours

Chemistry Option – Select 19 hours from the following:
- Chemistry 3123,3132 Organic I lecture and lab 5 hours
- Chemistry 4214 Biochemistry 4 hours
- Chemistry 4714 Instrumental Analysis 4 hours
* ENS 4713*, 4723* or Internship or Independent Research 6 hours

Biology Option – Select 18 hours from the following:
- Botany 3213 Oklahoma Flora 3 hours
- Botany 3413 Forest Botany 3 hours
- Zoology 3214 Entomology 4 hours
- Biology 4522 Ecological Methods 2 hours
- Biology 4562 Limnological Methods 2 hours
- Zoology 3304 or 3314 Animal or Human Physiology 4 hours
- Botany 3114 Plant Physiology 4 hours
* ENS 4713*, 4723* or Internship or Independent Research 6 hours

Free Electives: 28-31 hours

Total Hours for Degree 124 hours
AGENDA ITEM #15-d:

Program.

SUBJECT: Southeastern Oklahoma State University (SEOSU). Approval of request to offer the Bachelor of Science in Biotechnology.

RECOMMENDATION:

It is recommended that the State Regents approve SEOSU’s request to offer the Bachelor of Science in Biotechnology with the stipulation that continuation of the program beyond fall 2007 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll 30 majors in fall 2006 and graduate 10 students in 2006-07.

BACKGROUND:

Academic Plan

SEOSU’s Academic Plan lists the following institutional priorities:

• providing individual attention to students;
• developing active learning partnerships;
• implementing technology initiatives; and
• promoting economic development, scholarship, and culture.

APRA Implementation

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

Program Review

SEOSU offers 59 degree programs (50 baccalaureate and 9 master’s), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, SEOSU 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

SEOSU faculty developed the proposal, which was reviewed and approved by institutional officials and SEOSU’s governing board.
POLICY ISSUES:

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

ANALYSIS:

Bachelor of Science in Biotechnology

Program purpose. The proposed program will prepare students for employment in research laboratories, pharmaceutical companies, hospital laboratories, biotechnology-based companies, and federal agencies.

Program rationale/background. The proposed program is designed to offer students a career that is on the cutting edge of modern science. Following the September 11, 2001 terrorist attacks, the demand for biotechnologists became essential in addressing bio-terrorism. Additionally, biotechnologists are necessary in developing pharmaceuticals to fight disease in humans, animals, and plants.

Employment opportunities. By 2008, according to the U.S. Bureau of Labor Statistics, the research and testing industry (which includes biotechnology) is expected to experience a 74 percent growth over 1998 levels. Additionally, pharmaceutical and chemical companies, private laboratories, waste management companies, and government agencies have demonstrated demand for biotechnologists.

Student demand. The proposed program is expected to enroll 30 majors in fall 2006 and graduate 10 students in 2006-07.

Duplication/Impact on existing programs. No similar programs exist in Oklahoma.

Curriculum. The proposed degree program consists of 124 credit hours, including 41 credit hours in general education courses, 58 credit hours in core course requirements, 3 credit hours in a required support course in statistics, and 22 credit hours in electives (Attachment A). No new courses will be added.

Faculty and staff. Existing faculty in the Department of Physical Sciences and Department of Biological Sciences will teach the proposed degree program.

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

Financing. Since all courses are currently offered through the Departments of Physical Sciences and Biological Sciences, no additional funds are needed.

Attachment
### Requirements for Bachelor of Science in Biotechnology at Southeastern Oklahoma State University

Hours Required for Biotechnology Major-Minor ............................................. 58

Hours Required for General Education .......................................................... 41

Additional Support Course in Statistics ......................................................... 3

Electives ............................................................................................................ 22

Total Hours = 124

1These hours include General Chemistry I (5 hours) and General Botany (4 hours).

2A three hour course in computer science will be included as part of this for those students lacking computer proficiency skills.

### BIOTECHNOLOGY--Major-Minor (58 Hours)

#### Department of Physical Sciences

**Required Courses – Chemistry (34 Hours)**

- CHEM 1415 (General Chemistry II)
- CHEM 3053 (Organic Chemistry I)
- CHEM 3062 (Lab Organic Chemistry I)
- CHEM 3153 (Organic Chemistry II)
- CHEM 3162 (Lab Organic Chemistry II)
- CHEM 3425 (Chemical Analysis)
- CHEM 4115 (Biochemistry)
- CHEM 4124 (Molecular Genetics) *(new course)*
- CHEM 4990 (Research) *(4 Hours)*
- CHEM 4981 (Senior Seminar)

#### Department of Biological Sciences

**Required Courses – Biology (33 Hours)**

- ZOOL 1114 (General Zoology)
- BIOL 2114 (Introductory Microbiology)
- BIOL 3014 (Cell and Molecular Biology)
- BIOL 3404 (Genetics)
- BIOL 3614 (Human Physiology)
- BIOL 4314 (Immunology)
- BIOL 4124 (Molecular Genetics) *(new course)*
- BIOL 4990 (Research) *(4 Hours)*
- BIOL 4981 (Senior Seminar)

**Required Courses – Chemistry (25 Hours)**

- CHEM 1415 (General Chemistry II)
- CHEM 3053 (Organic Chemistry I)
- CHEM 3062 (Lab Organic Chemistry I)
- CHEM 3153 (Organic Chemistry II)
- CHEM 3425 (Chemical Analysis)
- CHEM 4115 (Biochemistry)

#### Courses Required as Part of General Education

- CHEM 1315 (General Chemistry I)
- BOT 1114 (General Botany)

#### Required Program Support Course

- STAT 2153 (Statistical Methods)

Note: CHEM 4124 and BIOL 4124 are cross listed. CHEM 4990 and BIOL 4990 are cross listed.
AGENDA ITEM #15-e:

Program.

SUBJECT: Connors State College (CSC). Approval of request to offer the Associate in Science in Horticulture.

RECOMMENDATION:

It is recommended that the State Regents approve CSC’s request to offer the Associate in Science in Horticulture with the stipulation that continuation of the program beyond fall 2005 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll 26 majors in fall 2004 and graduate 6 students in 2004-05.

BACKGROUND:

Academic Plan

CSC’s Academic Plan lists the following institutional priorities:

- emphasizing distance learning alternatives;
- integrating technological resources into the curriculum;
- expanding program offerings to reflect workplace needs; and
- exploring and coordinating academic programs with technical schools.

APRA Implementation

Since 1991-92, CSC has deleted 29 degree programs.

Program Review

CSC offers 35 degree programs (24 associate, 7 associate in applied, and 4 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, CSC 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

CSC faculty developed the proposal, which was reviewed and approved by institutional officials and CSC’s governing board.
POLICY ISSUES:
This action is consistent with the State Regents’ “Policy Statement on Program Approval.”

ANALYSIS:

Associate in Science in Horticulture

Program purpose. The proposed program will prepare graduates for transfer to the Bachelor of Science in Horticulture (128) at Oklahoma State University through a 2+2 agreement. Additionally, the proposed degree program will prepare students for positions in commercial farms, orchards, nurseries, municipal parks and golf courses, area state parks, and federal land management programs.

Program rationale/background. Oklahoma has a multi-million dollar horticulture industry. According to the 1997 Census of Agriculture, horticulture operations in Oklahoma sold over $109 million in plant materials, a 13 percent increase over 1992 census data. Career technology centers reported over 1,800 Oklahoma junior and senior high school students enrolled in horticulture classes last year. This degree will provide a preparation program for students interested in continuing their studies in this growing Oklahoma industry.

Employment opportunities. Various horticulture businesses in eastern Oklahoma have expressed need for effectively trained horticulturists and indicated their support for internships for this program. These industries, as well as parks, golf courses, and land management programs, offer employment opportunities for students in this program.

Student demand. The proposed program is expected to enroll 26 majors in fall 2004 and graduate 6 students in 2004-05.

Duplication/Impact on existing programs. Eastern Oklahoma State College, Langston University, Tulsa Community College, and Oklahoma State University Technical Branch – Oklahoma City offer associate in science programs in horticulture. However, given the demand for the program in eastern Oklahoma, approval of this program will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of 60 credit hours, including 37 credit hours in general education courses, 17-18 credit hours in core course requirements, and 5-6 credit hours in guided electives (Attachment A). Five new courses will be added and are asterisked in the attachment.

Faculty and staff. Existing faculty in the agriculture department will teach the proposed degree program.

Support services. Facilities and equipment are adequate. Additional internal resources will be dedicated to upgrading library holdings to support this program.

Financing. No additional funds are requested to implement the program. CSC will be seeking an economic development grant from the State Regents to build a greenhouse facility to enhance this program. No commitment is made to funding the grant with approval of this program.

Attachment
# Proposed Degree Requirements for Associate of Science in Horticulture

## Section I General Education Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENGL 1113</td>
<td>English Composition I</td>
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<td>ENGL 1213</td>
<td>English Composition II</td>
<td>3</td>
</tr>
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<td>HIST 1483</td>
<td>US History to 1865 or</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493</td>
<td>US History from 1865</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1113</td>
<td>American Federal Government</td>
<td>9</td>
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<td>BIOL 1114</td>
<td>General Biology</td>
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<tr>
<td>CHEM 1315</td>
<td>General Chemistry I</td>
<td>5</td>
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<tr>
<td>HUMN 1113</td>
<td>Art in Life</td>
<td>3</td>
</tr>
<tr>
<td>HUMN 1123</td>
<td>Music in Life</td>
<td>3</td>
</tr>
<tr>
<td>HUMN 2113</td>
<td>General Humanities to 1350</td>
<td>3</td>
</tr>
<tr>
<td>HUMN 2223</td>
<td>General Humanities from 1350</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1513</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 2114</td>
<td>Introduction to Agricultural Economics</td>
<td>4</td>
</tr>
<tr>
<td>AGRI 2113</td>
<td>Microcomputer Techniques in Agriculture</td>
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## Section II Program Requirements

<table>
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<td>HORT 1013</td>
<td>Principles of Horticulture</td>
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<td>HORT 2313</td>
<td>Landscape Materials I</td>
<td>3</td>
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<td>HORT 2413</td>
<td>Landscape Materials II</td>
<td>3</td>
</tr>
<tr>
<td>AGRO 2114</td>
<td>Fundamentals of Soil Science</td>
<td>4</td>
</tr>
<tr>
<td>HORT 2112</td>
<td>Indoor Plants and Interior Plant Scaping</td>
<td>2</td>
</tr>
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<td>HORT 2212</td>
<td>Herbaceous Ordnamental Plants</td>
<td>2</td>
</tr>
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<td>HORT 2652</td>
<td>Beginning Floral Design</td>
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<td>BUSN 2543</td>
<td>Accounting I</td>
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<td>AGRI 1111</td>
<td>Agricultural Orientation</td>
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<td>ART 1113</td>
<td>Fundamentals of Art</td>
<td>3</td>
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<tr>
<td>SPCH 1113</td>
<td>Introduction to Oral Communication</td>
<td>3</td>
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<tr>
<td>BIOL 1404</td>
<td>General Botany</td>
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<td>CHEM 1515</td>
<td>General Chemistry II</td>
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<tr>
<td>STAT 2103</td>
<td>Elementary Statistics</td>
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## Total to Graduate

Minimum of Hours 60

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68
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 24, 2002

AGENDA ITEM #15-f:

Programs.

SUBJECT: Redlands Community College (RCC). Approval of request to offer the Associate in Arts in Family Studies and Child Development.

RECOMMENDATION:

It is recommended that the State Regents approve RCC’s request to offer the Associate in Arts in Family Studies and Child Development with the stipulation that continuation of the program beyond fall 2004 will depend upon meeting the criteria established by the institution and approved by the State Regents. Specifically, the program will enroll 30 majors in fall 2003 and graduate 10 students in 2003-04. Additionally, continuation of the electronic offering for the Associate in Arts in Family Studies and Child Development beyond spring 2004 will depend upon the successful completion of a “best practice” review prior to January 1, 2004.

BACKGROUND:

Academic Plan

RCC’s Academic Plan lists the following institutional priorities:

- increasing student success;
- continuing technological improvements;
- developing cooperative relationships with other institutions;
- fostering community relationships;
- updating existing programs; and
- developing new programs.

APRA Implementation

Since 1991-92, RCC has deleted 34 degree programs.

Program Review

RCC offers 37 degree programs (16 associate, 13 associate in applied science, and 8 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, RCC aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.
Program Development Process

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

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy Statement on Program Approval.” In addition, this action is consistent with the State Regents’ “Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs” (II-3-8.2). The Electronic Media Policy calls for a two-step approval process. Evidence of specified quality criteria must be provided at the time of the initial request, with provisional approval granted if the criteria are addressed satisfactorily. Following provisional approval, the institution must conduct a “best practices” review that provides quantitative and qualitative analysis of the program through a rigorous review of exemplary programs from other institutions. Continuing approval will depend on the results of this review.

ANALYSIS:

Associate in Arts in Family Studies and Child Development

Program purpose. The purpose of this program is to provide childcare providers with an academic program to enrich childcare environments and provide the necessary course requirements for student transfer to a university to complete a baccalaureate degree in child development.

Program rationale/background. The proposed degree program offers curriculum designed specifically to meet the requirements established by the Department of Human Services (DHS) for the Stars program, and continues RCC’s commitment to provide programs that meet the educational needs of the Scholars in Excellence in Childcare program participants. Scholars in Excellence in Childcare is a statewide collaborative initiative between the State Regents and DHS to provide mentoring and support services to child care providers and encourage them to pursue a formal education in child development. Institutions participating in this initiative must offer the proposed degree program. RCC currently offers the AAS in Child Development (010) and Certificate in Child Development (053). The proposed program will be available through traditional and electronic delivery.

Employment opportunities. There are increasing needs for educated and certified workers in pre-school programs, childcare centers, home-based daycare facilities, Head Start programs, community recreation programs, and social service agencies. This program will prepare students to provide quality services in these settings.

Student demand. The proposed program is expected to enroll 30 majors in fall 2003 and graduate 10 students in 2003-04.

Duplication/Impact on existing programs. Most State System community colleges offer associate degrees in child development in direct response to the Scholars in Excellence in Childcare initiative. RCC’s request will support this initiative as well. Given the demand for the program and its electronic delivery component, approval will not constitute unnecessary duplication.

Curriculum. The proposed degree program consists of 64 credit hours. This includes 37 credit hours of general education, 24 credit hours in core course requirements, and 3 credit hours in institutional requirements (Attachment A). No new courses will be added; offerings in this program will come from the existing courses.
in the AAS in Child Development (010) and Certificate in Child Development (053).

Faculty and staff. Existing faculty in the AAS program will teach the proposed degree program. Faculty teaching online courses hold the same academic qualifications as those required for faculty teaching traditional courses. The Office of Distance Learning provides faculty support services and training specifically related to electronic delivery.

Support services. The library, facilities, and equipment are adequate. Student services (library resources, admission, enrollment, student records) are available online. The course management system provides for multiple methods of student/faculty interaction. Student assessment will be conducted through online quizzes, on-campus proctored exams, supervised exams off-campus, and written portfolios. Student-faculty interaction will be through email, telephone, and other means. Further, the course management system allows interaction through online threaded discussion forums, electronic chat rooms, and email.

Financing. Since RCC currently offers the AAS in Child Development (010) and Certificate in Child Development (053), the proposed program, including electronic delivery, will use existing resources and internally reallocated funds. No additional costs are expected.

Electronic delivery authorization. As outlined in the Electronic Media Policy, RCC will undergo a rigorous “best practice” review during the first two years of the program’s online offering. Continuation of the electronic delivery beyond spring 2004 will depend on the results of the review.

Attachment
Family Studies and Child Development
Associate in Arts

General Requirements
Total Hours: 64 - Minimum GPA. 2.0

SECTION A -
General Education Requirements ............... 37 hours

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<td>Communications</td>
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<td>English Composition I</td>
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<td></td>
<td>ENGL 1213</td>
<td>English Composition II</td>
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<td></td>
<td>SICHI 1113</td>
<td>Fundamentals of Speech</td>
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<tr>
<td>Social Science</td>
<td>6 HIST 1483</td>
<td>U.S. History to 1877 or</td>
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<td></td>
<td>HIST 1493</td>
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<td>POLS 1113</td>
<td>U.S. Government</td>
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<td>Life Science</td>
<td>3 BISC, BOT, MICR, ZOOL (Lecture)</td>
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<tr>
<td>Physical Science</td>
<td>3 CHEM, EASC, GEOI, PHSIC, PHYS (Lecture)</td>
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<tr>
<td>Science Lab</td>
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<td>Art Appreciation I</td>
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<td>Mathematics</td>
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<td>Selected General</td>
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<td>Ed Requirements</td>
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Program Requirements ...................................... 24 hours

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<td>SOC 2043</td>
<td>Parent and Community Relations</td>
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<tr>
<td>SOC 2163</td>
<td>Behavior and Guidance of Young Child</td>
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<tr>
<td>SOC 2183</td>
<td>Sociology of the Family</td>
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<tr>
<td>ECE 2023</td>
<td>Nutrition, Health and Safety</td>
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<tr>
<td>ECE 2203</td>
<td>Program Planning and Evaluation</td>
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<td>ECE 2173</td>
<td>Cognitive Skills of the Child</td>
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<td>MGMT 2103</td>
<td>Occupational Technical Internship</td>
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SECTION C -
Institutional Requirements .................................. 3 hours

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<td>Computer Science 3 CMSC 1223 Business Applications Software* or Successful completion of the Computer Literacy Assessment</td>
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</table>

*Fulfills computer literacy requirement.

SECTION B -
AGENDA ITEM #16-a:

Electronic Delivery of Degree Programs.

SUBJECT: University of Oklahoma Health Sciences Center (OUHSC). Approval of request to offer an existing degree program via electronic media.

RECOMMENDATION:

It is recommended that the State Regents approve OUHSC’s request to offer the Bachelor of Science in Dental Hygiene (013) via electronic media with the stipulation that continuation of the electronic offering beyond spring 2004 will depend upon the successful completion of a “best practice” review prior to January 1, 2004.

BACKGROUND:

OUHSC has delivered selected courses and programs using distance learning since the 1970’s as part of the Oklahoma Higher Education Televised Instruction System. More recently, offerings have been broadcast to various sites via OneNet with a growing number of Internet-based courses. OUHSC requests authorization to offer the existing Bachelor of Science (013) via electronic media.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs.” The Electronic Media Policy calls for a two-step approval process. Evidence of specified quality criteria must be provided at the time of the initial request, with provisional approval granted if the criteria are addressed satisfactorily. Following provisional approval, the institution must conduct a “best practices” review that provides quantitative and qualitative analysis of the program through a rigorous review of exemplary programs from other institutions. Continuing approval will depend on the results of this review.

ANALYSIS:

OUHSC plans to offer the Bachelor of Science in Dental Hygiene (013) to distance learning students at the Tri-County Technology Center (TCTC) in Bartlesville beginning fall 2002. Plans are in place to extend the program to other locations through a phased-in approach, with a second site to be added in 2003-2004 and two more sites added in 2004-2005. The goal is to educate dental hygienists in rural areas through electronic delivery. OUHSC will provide the didactic courses through Interactive Television (ITV) over OneNet. Clinical and laboratory classes will be provided on-site through adjunct faculty hired by and under the supervision of OUHSC faculty.

The Bachelor of Science in Dental Hygiene is an upper-division program that requires at least 60 hours of
general education coursework prior to admission. With a branch campus in Bartlesville, Rogers State University (RSU) has been involved in planning the program offerings and will be a partner in the effort, providing opportunities for students to assemble the prerequisite courses required for acceptance into the program.

OUHSC’s request addresses satisfactorily the criteria listed in the Electronic Media Policy. These criteria include faculty qualifications and training, student services, adequacy of resources, and funding. OUHSC’s responses are summarized below:

- **Faculty.** Faculty in the College of Dentistry at OUHSC will teach the didactic classes, which are offered via electronic media. OUHSC hired an Instructional Design Specialist to support faculty teaching electronic delivered courses, as well as to train faculty in this delivery mode. All course directors and teaching faculty possess credentials in accordance with the standards of the University of Oklahoma and the American Dental Association Commission on Dental Accreditation (ADA CODA). Clinical and laboratory faculty members will be selected and supervised by the OU College of Dentistry.

- **Student Support Services.** Students will have access to student support services through e-mail, fax, traditional mail and telephone. Student-faculty interaction will be through asynchronous discussion, email, telephone, fax, and other means. Extensive electronic library resources are available through the Robert M. Bird Library at the OUHSC. Laboratories at the distant site meet state and ADA CODA requirements for good dental hygiene teaching practices. Clinical facilities will be provided by TCTC. Online services include financial aid and admissions. Additionally, the OUHSC Student Handbook is available online.

- **Demand.** Through electronic offerings, OUHSC continues to address the need for anytime, anywhere education by providing flexibility to students who would otherwise be unable to pursue higher education. The proposed program is being offered in response to needs expressed in rural Oklahoma for dental hygienists. Oklahoma Employment Securities Commission data estimate that 70 new dental hygiene graduates would be needed each year just to meet the current needs in the state. Projected enrollments by the 2005-06 academic year are estimated to be approximately 56 distance-learning students (28 in each class), as well as 48 on-campus students (24 in each class). The program has the full support and endorsement of the Oklahoma Dental Association, the Oklahoma Dental Hygienists’ Association, the Oklahoma Board of Dentistry, and the OUHSC Dental Hygiene Advisory Committee.

- **Funding.** Significant funds have been made available through TCTC for the facilities and related equipment. Start-up costs (estimated at $190,000 over three years) for distance learning equipment at the College of Dentistry are expected to be covered through grants, donations, and internal reallocation. Program operating costs will be recovered through student tuition.

The Board of Regents of the University of Oklahoma and the ADA CODA have each approved the request. As indicated above, OUHSC will undergo a rigorous “best practice” review during the first two years of the programs’ online offerings. Continuation of the electronic delivery beyond spring 2004 will depend on the results of the review.
AGENDA ITEM #16-b:

Electronic Delivery of Degree Programs.

SUBJECT: Southwestern Oklahoma State University (SWOSU). Approval of request to offer an existing degree program via electronic media.

RECOMMENDATION:

It is recommended that the State Regents approve SWOSU’s request to offer the Bachelor of Business Administration (011) via electronic media contingent upon authorization of the Higher Learning Commission of the North Central Association, with the stipulation that continuation of the electronic offering beyond spring 2004 will depend upon the successful completion of a “best practice” review prior to January 1, 2004.

BACKGROUND:

SWOSU has been a leader in delivery of courses and programs using Interactive Television (ITV), with courses offered between the Weatherford and Sayre campuses since the early 1990’s. Since the advent of OneNet and other video networks, SWOSU has expanded its offerings to schools, colleges, and technology centers. Program offerings via ITV have been at the graduate level or have been restricted to the Sayre campus. This request represents SWOSU’s interest in extending a baccalaureate-level business program to selected community colleges.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs.” The Electronic Media Policy calls for a two-step approval process. Evidence of specified quality criteria must be provided at the time of the initial request, with provisional approval granted if the criteria are addressed satisfactorily. Following provisional approval, the institution must conduct a “best practices” review that provides quantitative and qualitative analysis of the program through a rigorous review of exemplary programs from other institutions. Continuing approval will depend on the results of this review.

ANALYSIS:

Bachelor of Business Administration

SWOSU plans to offer the Bachelor of Business Administration (011) as a 2+2 program with Redlands Community College (RCC), Rose State College (Rose), and Western Oklahoma State College (WOSC). Students from the participating community colleges would first earn an applicable associate degree in business, then complete the upper-division work through SWOSU. SWOSU will provide the courses through
a combination of ITV over OneNet and web-based courses. Additionally, SWOSU has requested approval to add a “management information systems” option to the Bachelor of Business Administration (see program modification agenda item).

SWOSU’s request addresses satisfactorily the criteria listed in the Electronic Media Policy. These criteria include faculty qualifications and training, student services, adequacy of resources, and funding. SWOSU’s responses are summarized below:

- **Faculty.** Full-time faculty in the School of Business at SWOSU will teach all classes. The Office of Distance Learning provides faculty support services and training specifically related to electronic delivery. Blackboard (online course management system) training workshops have been provided to faculty. A faculty member with experience and expertise in ITV delivery, and Blackboard will provide additional training.

- **Student Support Services.** Student services will be coordinated between SWOSU and each campus. The Dean and/or Department Chair in the School of Business at SWOSU will hold advisement meetings, and recruiting and advising sessions will be held during the year at each campus. Additional advising will be provided through pre-determined ITV times between SWOSU and the campuses. Admission and registration information will be provided through both coordinated processes at each site as well as via phone, fax, and mail. Student-faculty interaction will be through ITV, telephone, email, and chat rooms.

- **Demand.** Through electronic offerings, SWOSU continues to address the need for anytime, anywhere education by providing flexibility to students who would otherwise be unable to pursue higher education. The proposed program is being offered in response to needs expressed at each of the three locations. Students from each community college have indicated a need for flexible and accessible degree programs that allow relatively seamless transfer and enrollment. Projected enrollments are estimated to be approximately 55 students (30 at Rose, 15 at WOSC, and 10 at RCC).

- **Funding.** SWOSU has allocated funds to support its online programs, and additional costs are expected to be recovered through distance learning fees ($20 per credit hour). The proposed electronic media offerings will use existing faculty and technical resources that are part of the institutional budget.

The Board of Regents for Oklahoma Colleges has approved the approved the request. The approval process of the Higher Learning Commission of the North Central Association will proceed following approval by the State Regents. As indicated above, SWOSU will undergo a rigorous “best practice” review during the first two years of the programs’ online offerings. Continuation of the electronic delivery beyond spring 2004 will depend on the results of the review.
AGENDA ITEM #16-c:

Programs—Electronic Delivery.

SUBJECT: Electronic Delivery of Degree Programs. Cameron University (CU). CU is requesting approval to offer an existing program through the Advanced Programs format on site and via electronic media methods of delivery to the United States Marine Corps (USMC).

RECOMMENDATION:

It is recommended that the State Regents approve CU’s request to offer an existing program through the Advanced Programs format, as detailed below. It is further recommended that CU be granted an exception to the function policy in order to offer the program outside the state.

BACKGROUND:

In September 1993, the State Regents authorized a partnership between the University of Oklahoma (OU) and CU to offer a master’s degree in early childhood and select undergraduate courses at various European sites in the Advanced Programs for Department of Defense (DOD) employees. In October 1997, CU’s Masters of Business Administration (MBA) was approved for offering through a combination of on-site and electronic delivery formats. For European delivery, the courses are offered in two parts. The first part of the course is instructed in the same format as the campus based courses. The second part consists of independent reading, analysis, and presentation of additional case studies, and submission of papers based on required readings. Additionally, the State Regents granted an exception to the function policy to allow CU to offer the programs internationally.

CU, in partnership with the University of Oklahoma has entered into an agreement with the U.S. Marine Corps (USMC) to offer the MBA (630) at USMC bases on the east and west coasts, and the Pacific Basin. Delivery of this program is expected to begin on the east coast in August 2002, on the west coast in 2003, and in the Pacific Basin in 2004.

POLICY ISSUES:

This action constitutes an exception to the State Regents’ “Policy on Functions of Public Institutions,” which authorizes only OU and Oklahoma State University to offer programs outside the state or internationally.

While the current “Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs” requires institutions to conduct best practices reviews before final approval, CU has been offering the program requested at Air Force Bases at various sites in Europe since 1997, consistent with the State Regents' Off-Campus Delivery Policy at that time. Degree programs offered electronically prior to the adoption of the State Regents' Electronic Media Policy in 1998 are permitted to extend the program to other locations without the required best practice review.

ANALYSIS:
Emphasizing applications of business management theory through a case study approach, this program is designed to provide quality graduate education while meeting the needs of full-time military personnel. The courses will be conducted as an intensive in-class experience for two credit hours, followed by a one credit hour companion directed research paper. CU faculty at one USMC base will deliver the course via a satellite-based interactive television system called Marine Training Net (MTN) to other sites in that geographic region. Each geographical region (east, west, and the Pacific Basin) will have an originating site and several receive sites. This format will allow CU to provide sufficient courses for USMC personnel and others to complete the program within 18-24 months. This is also consistent with the objective and practice of the current DOD contract. On behalf of CU, OU will obtain the appropriate state licenses for delivery of higher education courses in the respective states.

Admission. Initially, admission standards prohibited European-based students from completing preparatory courses. However, based on student performance results, admission standards are now the same regardless of location.

Student demand. Potential students include USMC personnel, their dependents, and USMC contract employees and their dependents.

Locations. The initially proposed sites include USMC bases on the east and west coasts, and in the Pacific Basin. Specific east coast sites and states include: North Carolina (Camp Lejune, Cherry Point, Jacksonville), Virginia (Arlington and Quantico), South Carolina (Parris Island and Beaufort), and Georgia (Albany). CU may add new sites without further action by the State Regents.

Support. Support services and resources are available to all students. OU’s Advanced Programs Division negotiates access to libraries at the government facilities, at nearby universities, and in adjacent cities. Additionally, the CU library is accessible by Internet. CU’s Online Catalog allows students to locate and checkout library resources, view content listings in books, select chapters from books, and copy articles from journals. More than 1,000 other libraries throughout the world, including the Library of Congress, are similarly accessible.

Cost. The contract covers CU’s cost, and OU indemnifies CU against loss. OU guaranteed CU $12,000 in the European contract, but the final figure for USMC is not available. Additionally, student fees of $250 per credit hour will help cover costs.

Faculty. CU graduate faculty will travel to the USMC sites to offer courses in support of the programs. OU graduate faculty will also teach selected courses. The international business management courses taught by OU faculty will be regular OU graduate courses, which will be accepted for transfer to the CU MBA program.

NCA. The Higher Learning Commission of the North Central Association (NCA) authorized CU to offer the programs off-campus and through distance education to Europe. Once the program request is approved by the State Regents, NCA will consider a request for change in its Statement of Affiliation Status to allow the university to deliver this program as requested.

OU and CU’s common governing board of regents approved the contract May 9, 2002. The board encourages the institutions to collaborate at every opportunity to expand student access and utilize personnel and other academic resources more effectively. This request is consistent with previous State Regents’ action and approval is recommended.
AGENDA ITEM #16-d:

Electronic Delivery of Degree Programs.

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

RECOMMENDATION:

It is recommended that the State Regents approve CASC’s request to offer the Associate in Arts in Psychology/Sociology (037), Associate in Arts in Business Administration (006), Associate in Arts in Social Sciences (036), and Associate in Applied Science in Computer Technology (040) via electronic media with the stipulation that continuation of the electronic offerings beyond spring 2004 will depend upon the successful completion of a “best practice” review prior to January 1, 2004.

BACKGROUND:

CASC has been active in offering courses through distance learning for several years; first through the Oklahoma Higher Education Televised Instructions System, then via Oklahoma Educational Television Authority, and now through OneNet. CASC was one of the first campuses to convert to the H.323 standard for videoconferencing and offers courses via interactive television to area high schools and other campuses. Web-based course offerings began in 1999, and the numbers of courses and enrollments have shown steady growth. Over 30 courses have been developed. While a number of courses have been offered, this request reflects CASC’s interest in offering complete degree programs through online delivery.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs” (II-3-8.2). The Electronic Media Policy calls for a two-step approval process. Evidence of specified quality criteria must be provided at the time of the initial request, with provisional approval granted if the criteria are addressed satisfactorily. Following provisional approval, the institution must conduct a “best practices” review that provides quantitative and qualitative analysis of the program through a rigorous review of exemplary programs from other institutions. Continuing approval will depend on the results of this review.
ANALYSIS:

**Associate in Arts in Psychology/Sociology (037)**  
**Associate in Arts in Business Administration (006)**  
**Associate in Arts Social Sciences (036)**  
**Associate in Applied Science in Computer Technology (040)**

CASC plans to offer the Associate in Arts in Psychology/Sociology, Associate in Arts in Business Administration, and Associate in Arts in Social Sciences completely online using web-based courses. The Associate in Applied Science in Computer Technology will be offered using both online (web-based) courses and telecourses (video-based courses offered via PBS, cable, and videotape). CASC’s request addresses satisfactorily the criteria listed in the Electronic Media Policy. These criteria include faculty qualifications and training, student services, adequacy of resources, and funding. CASC’s responses are summarized below:

- **Faculty.** Faculty teaching online courses hold the same academic qualifications as those required for faculty teaching traditional courses. Faculty support services and training specifically related to online delivery are provided through the campus Quality Web Education Support Team (QWEST), comprised of trained faculty and staff from technical, administrative, and academic areas. Faculty development for online instructors is required, and provided in traditional formats as well as online.

- **Student Support Services.** All students must complete an online orientation prior to taking their first online course to assess their readiness and technical requirements. Access to student services is available through a combination of web, telephone, fax, and email. Extensive access to electronic library resources is provided, along with telephone reference and Interlibrary Loan services. CASC is currently implementing a new administrative software package, and extensive online services will be provided and fully functional in the next academic year. Students also have access to tutor/proctors assigned to support online learners.

- **Demand.** Growth in the enrollments in online courses has been dramatic over the two years since their initial offering. Over 30 courses are now offered on a regular basis. In the last enrollment period, most online course sections were filled to capacity, with 318 of 350 enrollment slots occupied. Based on current enrollment data, student input, and employer input, CASC expects enrollments to be between 400-500 students per semester, with over 100 students pursuing the four degree programs.

- **Funding.** The electronic delivery of the programs requires no new funding. CASC has enacted an Academic Web Policy that addresses a number of campus issues, including course funding. Costs include course management software and hardware for web hosting. In addition to regular salary or overload compensation for teaching classes, faculty receive stipends ranging from $100 to $300 per hour for the development and teaching of web-based courses. While institutional reallocation has been made to provide for some services, most costs are expected to be recovered through grant funds, tuition, and fees. CASC does not assess a distance learning fee, but students are required to pay a technology fee of $2.00 per hour, which is used to support the technical infrastructure of the institution. New annual costs are expected to be approximately $25,000 for course development, software license and support, and hardware acquisition and maintenance. Revenues of between $50,000 and $75,000 per year will be used to offset the costs for online course development and delivery, costs for teaching faculty and support, and general campus infrastructure.

Subsequent to State Regents’ approval, CASC will submit a request for authorization from the Higher
Learning Commission of the North Central Association. Further, as indicated above, CASC will undergo a rigorous “best practice” review during the first two years of the programs’ online offerings. Continuation of the electronic delivery beyond spring 2004 will depend on the results of the review.
AGENDA ITEM #17: Program Deletions.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

Rose State College (Rose) requests authorization to delete the Associate in Applied Science in Physical Therapist Assistant (106).

Northeastern Oklahoma A&M College (NEOAMC) requests authorization to delete the Associate in Applied Science in Metal Fabrication (031), the Certificate in Machine Shop (099), the Certificate in Machine Shop (081), the Certificate in Welding/Metal (106), and the Certificate in Welding/Metal (086).

Northeastern State University (NSU) requests authorization to delete the Bachelor of Science in Education in Speech/Language Pathology (088).

POLICY ISSUES:

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

ANALYSIS:

Rose State College – Associate in Applied Science in Physical Therapist Assistant (106)

Rose indicates a steady decline in program admission and enrollments. Additional marketing and recruitment efforts were unsuccessful, and Rose does not believe the program is economically feasible to continue. Eight students remain in the program and will graduate in May 2002. Thirteen courses will be deleted and $76,000 will be available for reallocation to the remaining 27 associate in applied science programs.
Northeastern Oklahoma A&M College – Associate in Applied Science in Metal Fabrication (031), Certificate in Machine Shop (099), Certificate in Machine Shop (081), Certificate in Welding/Metal (106), and Certificate in Welding/Metal (086)

NEOAMC indicates there has been a steady decline in enrollments in the programs. There are currently no students enrolled in these five programs. The courses will be offered under the AAS in Integrated Technology, so no courses will be deleted and no funds will be available for reallocation.

Northeastern State University – Bachelor of Science in Education in Speech/Language Pathology (088)

NSU indicates there has been no enrollment in the program due to the requirement of a master’s degree for entry-level employment in this field. NSU will continue to offer the Bachelor of Science in Speech/Language Pathology, which will not be impacted by the deletion. The courses will be offered under the remaining speech/language pathology program, so no courses will be deleted and no funds will be available for reallocation.
AGENDA ITEM #18-a:

SUBJECT:

Educational Planning and Assessment System

RECOMMENDATION:

This item is presented for State Regents information only.

BACKGROUND:

In 1993 the State Regents began support for a comprehensive system aimed at social justice goals and improving student readiness for college. In partnership with ACT, Inc. the State Regents piloted the Educational Planning and Assessment System (EPAS) with four school districts. A voluntary system, EPAS consists of the EXPLORE test in the 8th grade, the PLAN test in the 10th grade, and culminates with the ACT Assessment in the 11th or 12th grade. EPAS as a system contains many elements over and above the testing; career and high school coursework planning elements; informational and planning elements for parents and students; and, beginning in 1997, a full curriculum revision and support system for improving school curriculum and instruction using EPAS data. EPAS also contains elements such as the Oklahoma Scholars program, through which students are honored with certificates of achievement for their good performance on the EPAS assessments. EPAS also contains the Educational Opportunity Service, through which institutions of higher education in Oklahoma, public and private, are provided access to the contact information for tenth graders who took the PLAN exam – this allows Oklahoma colleges and universities to develop early relationships with potential college students. Since 1993, the EPAS system has grown to the point where as of the 2001-2002 academic year, 451 school districts, 38 private schools and one BIA school are participating. This year alone, over 25 additional school sites were added to the EPAS system through the recruitment efforts of State Regents’ staff. From four school districts in 1993, now at the end of the ninth year of EPAS, school districts containing 98 percent of the state’s 8th and 10th graders are impacted by the EPAS system, and school districts participate on a voluntary basis. In October 2001 the State Regents created the Office of Student Preparation with, among other activities, a charge to help schools fully implement all aspects of the EPAS system by providing technical assistance, data support, teacher and administrator professional development, and other school-based interventions. Reallocation of State Regents’ social justice resources is already paying off in terms of the deepening relationships with schools, counselors, teachers, and most importantly, students and their success. National and Oklahoma data agree that the best social justice intervention is providing access to the most rigorous curriculum possible, along with the needed student-level and school-level support. State Regents’ staff working in the field, directly with schools, are providing those needed interventions. Ultimately, the student benefit directly by being better prepared for postsecondary education and work after high school.

POLICY ISSUES:

Ongoing support for EPAS is consistent with the State Regents’ Social Justice Policy, with the State Regents’ work plan for supporting student preparation, with the charge of the Office of Student Preparation, and with the goals of the Brain Gain 2010 initiative.

ANALYSIS:

Data for 2001-2002 are presented in power point presentation format (presentation is attached).
Highlights of the data include the following:

- Oklahoma 8th graders who took the EXPLORE test outscored the national norm in all areas except for mathematics;
- Oklahoma 10th graders who took the PLAN test outscored the national norm in all content areas as well as on the composite score;
- Linkage data that measure the value added between 8th and 10th grade show that 92 percent of the students who took both the EXPLORE test in the 8th grade and the PLAN test in the 10th grade demonstrated expected or above expected gains in achievement in mathematics and 91% in science reasoning;
- Linkage data that measure the value added between the 10th grade and the time the student took the ACT, however, show that the gains in this case are not as large. The data for the linkage reports used matched cohort analysis; that is, only students who took both the PLAN assessment in the 10th grade and then subsequently took the ACT Assessment are included. In this group of students, 24 percent of them scored below expected gains in mathematics and science reasoning. Gains between 10th grade and the time of taking the ACT Assessment are not as large as expected; however, this is not merely a finding in Oklahoma, as nationally, 20 percent of students score below expected gains in mathematics and 21 percent score below expected gains in science reasoning.
- Oklahoma continues to see an increase of students who are taking or who plan to take core courses among 10th graders. Among PLAN students, 77 percent indicated that they were taking or planned to take the ACT 13-unit core. This 2001-2002 cohort demonstrated a one-percent increase over the previous year; however, this is the first cohort of students who are required to take four units of English, three units of science, three units of social studies, and three units of mathematics. It will require further analysis of school and district based data to determine why 23 percent of this year’s 10th grade cohort indicated that they were not taking the required core. Regardless of the reasons for indicating not taking core, students who show they aren’t taking core courses score significantly below students who are taking core as indicated on the PLAN assessment.
- Oklahoma African American, Mexican American, and Native American students consistently score at or above their national peers on the ACT Assessment nationally. However, lower percentages of these students indicated taking core course work, and state averages show that not all students are adequately prepared yet to begin entry level college work.
- Students in the lowest three income brackets on the ACT (all three brackets below $30,000 in annual income) outscore their national peers in similar income brackets. This is a consistent finding over the past two years, speaking potentially to the positive impact of OHLAP on academic achievement.
- State Regents’ Student Preparation and GEAR UP staff have made a tremendous impact on schools, teachers, counselors, and administrators this year alone in deepening the impact of EPAS. Since the formation of the Office of Student Preparation, staff have conducted 81 school presentations and consultations; conducted 13 Saturday sessions with the Southeastern Oklahoma State University GEAR UP Partnership Grant, have reached over 1700 teachers through initial training, have reached over 40 administrators, and conducted over a dozen state and regional workshops on EPAS.
- Further, through State Regents’ GEAR UP staff, 90 school districts have undergone comprehensive data analyses through district-level school-community task forces and have begun to fill in gaps and weaknesses in middle and high school in services that help prepare students for college. Using EPAS data as a framework, the districts additionally have undergone professional development for content teachers based on needs identified through EPAS, have participated in vertical teaming surrounding EPAS results, and have worked on data-based decision-making in their districts.

These and other data are presented as part of the power point presentation attached.

New for 2001-2002 is the formation of an EPAS Advisory Council. In collaboration with ACT, State Regents formed an EPAS Advisory Council to advise the Chancellor and staff on public school needs for assistance with EPAS, ways in which to hasten the pace of deepening the EPAS system, and providing overall support and guidance for State Regents’ EPAS efforts. Made up of principals, superintendents, counselors, teachers, and state representatives from all educational sectors, the council met for its first meeting in April 2002. Members’ names and city designations are indicated in the power point presentation attached.
AGENDA ITEM # 18-b

SUBJECT:

Student Preparation Task Force

RECOMMENDATION:

This item is presented for State Regents information only.

BACKGROUND:

For over a decade, State Regents have led systemic student preparation initiatives aimed at better preparing Oklahoma middle and high school students for postsecondary education and work. Programs like the Educational Planning and Assessment System (EPAS) and the Oklahoma Higher Learning Access Program (OHLAP) are showing positive results in student learning and readiness for college.

Individual colleges and universities perform localized support for K-12 schools through a variety of programs and services. Some are the result of grant-funded programs; others are a function of institutional mission, school district need, and faculty innovation, to name a few.

Nationally, it is clear that higher education at state and local levels must play a deep and systemic role with public schools to ensure that the entirety of the educational continuum is aimed at student success. In systemic reform, all aspects of all systems must be involved. The National Center for Higher Education and Public Policy’s Measuring Up 2000 state-by-state report card signaled to higher education nationwide that preparation of students before college is an important part of higher education’s responsibilities in America.

The State Regents’ Student Preparation Task Force will undertake a comprehensive look at higher education’s commitment to K-12 student success as described below. Members will include college presidents, chief academic officers, chief student affairs officers, chief public information officers, and faculty and student representatives from the higher education sector. Also, K-12 representatives from small, mid-sized, and urban school districts will serve. Business and industry will be represented, and one national member will serve as well. Janis Somerville, of the Education Trust and Director of the National Association of System Heads (NASH) K-16 network, will serve the task force as an external member.

POLICY ISSUES:

This task force and its charge are consistent with the State Regents’ work plan and with the goals of the Brain Gain 2010 initiative.

ANALYSIS:

The Student Preparation task force is charged with providing the State Regents with recommendations for a long-term action agenda for supporting and localizing the State Regents’ vision of student preparation for college and student success.
From a multi-constituency perspective, the task force will make recommendations for strengthening local higher education institution student preparation infrastructures in a way consistent with local institutional missions and local school district needs. For the purposes of this task force, members will do the following by way of a broad work plan:

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.

An update on task force activities will be forwarded to the Regents in December 2002. The final report, to be presented in September 2003 will link recommendations to the State Regents’ work plan and present relevant, workable, and locally feasible strategies for supporting localize student preparation efforts in a meaningful way.
AGENDA ITEM #19:

Social Justice Program

SUBJECT: Allocation of final year funds for the Oklahoma Louis Stokes Alliance Summer Bridge Programs

RECOMMENDATION:

It is recommended that the State Regents award grants to the institutions listed below to support the Summer Bridge Program of the Oklahoma Louis Stokes Alliance.

BACKGROUND:

Three years ago, Oklahoma was awarded a second-phase grant from the National Science Foundation (NSF) to continue the Oklahoma Louis Stokes Alliance program. Oklahoma’s Alliance was the only program to be awarded a second-phase grant nationwide from NSF. During Phase I, the State Regents supported a Summer Bridge program at Oklahoma State University, the lead institution in the statewide alliance. Phase II is designed so that Oklahoma State and the partnering four-year regional and private universities in the state will take on the role and function of the Summer Bridge Programs and institutionalize them on their campuses within three years.

As part of the State Regents’ commitment to the National Science Foundation for the Oklahoma Louis Stokes Alliance, capacity building funding for Summer Bridge programs for year two is presented for approval. These funds help the regional universities build the Summer Bridge programs with decreasing funding over three years ($100,000 was available in Year 1; $60,000 was available for Year 2 and $40,000 was made available in Year 3). After the third year, the institutions are to absorb the full Summer Bridge Program costs until they are fully sustained on the local campuses in the fourth year.

These bridge programs are for students who are majoring in fields supported by the Oklahoma Louis Stokes Alliance program and NSF, including:

**Biological Sciences:** (Agronomy, Animal Sciences, Biology, Botany, Cell and Molecular Biology, Entomology, Environmental Sciences, Forestry, Horticulture, Microbiology, Molecular Genetics, Nutritional Science, Physiology, Zoology)

**Physical Sciences:** Biochemistry and Molecular Biology, Chemistry, Physics, Geology, Meteorology

**Mathematical Sciences:** (Mathematics, Computer Science, and Statistics)

**Information Systems:** (Management Information Systems Management Science and Computer Systems)
**Engineering and Technology:** (Biosystems Engineering, Chemical Engineering, Civil and Environmental Engineering, Mechanical and Aerospace Engineering, Engineering Technologies.

The Summer Bridge Programs are open to all students majoring in these fields, and the State Regents require that institutions recruit students in compliance with Federal laws governing non-discrimination.

**POLICY ISSUES:**

Supporting Bridge Program students statewide is consistent with the State Regents function of supporting research and coordinating state and federal resources toward sustainable programs for students. The programs also provide a service not otherwise available to students in Oklahoma, as the Summer Academies program does not support students with summer programs during the summer after the senior year of high school.

**ANALYSIS:**

Institutions have requested **$32,759.63** in funding for year three of the Summer Bridge Program. Each funding request only covers partial cost of the programs; in year three, the institutional requests are no more than 40 percent of the total program cost; the remainder of the bridge program costs are supported by institutional or other means.

Staff have reviewed the proposals and recommend the following funding:

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<thead>
<tr>
<th>Institution</th>
<th>Amount Requested</th>
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</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>$12,284.00</td>
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<tr>
<td>Langston University</td>
<td>$7,132.40</td>
</tr>
<tr>
<td>Cameron University</td>
<td>$7,321.63</td>
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<tr>
<td>East Central University</td>
<td>$6,021.60</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$32,759.63</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #20:

Department of Human Services

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

RECOMMENDATION:

It is recommended that the State Regents approve the attached contract between the Department of Human Services and the Oklahoma State Regents for Higher Education, in the amount of $1.6 million dollars, for the purpose of continuing the two-year college Scholars for Excellence in Child Care programs.

BACKGROUND:

The Kids Count data book prepared by the Annie E. Casey Foundation (1998) reports that 62% of all married women with a child under six years of age are in the workforce. Latest estimates are that half of all infants under one year of age are in child care, with most in care for more than thirty hours per week. A national study conducted by the University of Colorado, Denver entitled Cost, Quality and Outcomes of Childcare (1995) found that approximately 50% of those in infant care are receiving such poor quality care that it places those children at risk.

Recent brain development research indicates that the first years of each child’s life set the stage for their future school and work success. The Abecedarian Preschool Project, a twenty-year longitudinal study (1994), conducted by Dr. Craig Ramey from the University of Alabama, Birmingham, positively altered the course of intellectual development for participants during the preschool years. Critical components to a quality program have found to be well-trained teachers, low child-teacher ratio, appropriate child-teacher interactions and a developmentally appropriate environment.

The Department of Human Services (DHS) licenses over 6,100 child care facilities in Oklahoma. There are approximately 16,000 child care teachers in the early child care field. Each year nearly half (44%) of the child care teachers leave their job primarily as a result of low pay. A recent study (1998) conducted by the University of Oklahoma, on the professional status of the Oklahoma child care workforce, revealed few child care staff have education beyond high school and fewer have earned a Child Development Associate (CDA) credential or state teacher certification.

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

In an effort to improve care children receive in licensed facilities, increase staff retention and compensation
by providing staff educational opportunities for teachers in licensed child care facilities, the Department of Human Services has entered into a contract with the State Regents on an annual basis since July 1, 2000. The contract allows two-year colleges to offer specialized programs to recruit licensed child care staff to further their early care education.

In order to differentiate these specialized programs for existing child care staff employed in licensed centers/homes from the regular campus early childhood classes, a statewide program name, “Scholars for Excellence in Childcare”, was developed to refer to those programs being offered pursuant to the contract with DHS. Each of the twelve two-year colleges has a Scholars program in place.

POLICY ISSUES:

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

ANALYSIS:

From the inception of the program through the end of March 2002, approximately 1,100 child care staff from licensed day care centers and/or homes have been served in the two-year college Scholars for Excellence program. Of that number, 367 are pursuing a certificate of development associate (CDA) credential, 316 are enrolled in courses leading to a 15-hour certificate of mastery program (many of which will also apply for a CDA credential after successfully completing 9 credit hours), and 439 are in an associate of early childhood degree program. Additionally, 83 scholars have obtained their CDA credential; 74 have earned a certificate of mastery, and 11 have earned an associate degree.

It is recommended that the State Regents approve the attached contract, in the amount of $1,600,000, to enable State System two-year colleges to continue the Scholars for Excellence program in an effort to improve the quality of child care throughout Oklahoma. A copy of the contract setting forth the terms and responsibilities is attached. The Scholars for Excellence in Childcare program applications from the two-year colleges for the next grant year (July 1, 2002 through June 30, 2003), once received, will be reviewed by DHS and State Regents’ staff and recommended for continuation at the June State Regents’ meeting.

Attachment
This agreement is entered into this 24th day of May 2002, by the Oklahoma Department of Human Services (hereinafter Department) and the Oklahoma State Regents for Higher Education (hereinafter SRHE). The SRHE hereby offer and agree to provide education/training opportunities to assist child care employees in licensed child care homes/facilities in earning a Child Development Associate (hereinafter CDA) credential, certificate of mastery, or an associate degree in early childhood development in accordance with the following terms and conditions.

I. Contract Allowable Cost And Payment Schedule

For and in consideration of the performance of this contract by SRHE, the Department agrees to pay an amount not-to-exceed $1,600,000.00 (one million six-hundred thousand dollars) for services agreed upon herein. Payments will be made in accordance with written authorization by the Department on a quarterly basis. Billing shall be submitted in the format and in accordance with procedures prescribed by the Department. Payment for all services required herein will be made in arrears. The Department will not make any advance payments.

II. Contract Term

It is agreed by both parties this agreement will be in effect for a period beginning 7-1-02 and ending 6-30-03.

III. SRHE will agree to provide the following:

1. Review, coordinate, and approve operating budgets for each institution’s program; (Note: Institutions are required to provide a twenty-percent match of the approved budget.)

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

3. Assure compliance with contract requirements;

4. Reimburse program costs to approved participating two-year college programs;
5. Notify the two-year colleges of the assurances and responsibilities that they are obligated to meet pursuant to the contract and the “2002-03 Scholars for Excellence in Child Care Program Guidelines” (hereinafter Guidelines). Approval of any subcontract will not relieve SRHE of any responsibility for performance under this contract.

6. Assure accountability measures (as defined in the “Guidelines”) are implemented to enhance the likelihood of project success. Select a peer review team to carry out an on-site evaluation in accordance with criteria established for such examinations.

7. In collaboration with Department, and with input from institutions, continue to review and refine the duties and expectations for the position of scholar coordinator.

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

9. Conduct site visits using the peer review model on participating Colleges campuses semi-annually, or more frequently as needed, for the purposes of monitoring program goals, purposes, objectives and fiscal compliance to assure adherence to the approved program.

10. Include information on the Scholars for Excellence in Child Care program on the SRHE’s and individual institution’s current websites with links to other contracted programs as designated by DHS.

11. Provide program support, orientation, and workshops as needed for the institution’s scholar coordinators.

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

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

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

3. Assure the 15 credit hour certificate program articulates toward an associate of arts or associate of science degree in early childhood development in order to facilitate articulation to a four-year institution;
4. After appropriate scholar assessment, ensure literacy is woven into all of the early childhood/child development courses which may include, but not be limited to: independent reading and writing assignments, reading groups, computer-aided instruction, learning resource center assignments, instructional tutoring, etc.;

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

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

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

8. Ensure a seamless transfer of coursework equivalent to a minimum of 6 credit hours from technology centers’ CDA program to an early childhood development associate of arts or associate of science degree program to facilitate articulation to a four-year institution;

9. Institutions will offer an associate of applied science degree for child care administration and a Child Care Director certificate of mastery. Courses for the Child Care Director certificate of mastery will be selected to SRHE and the Department.

10. Submit for approval to the State Regents’ staff, a detailed budget and narrative outlining the cost for the scholar coordinator’s salary and benefits and anticipated operating costs to manage and oversee the Scholars for Excellence in Child Care program for 12 months;

11. SRHE staff will ensure two-year colleges employ a scholar coordinator with, at a minimum, a bachelor’s degree in early childhood development or education. Only the early childhood education option under a Family Relations Child Development degree meets this requirement.

IV. Scholar Coordinator Responsibilities

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

2. Bill ECAO/TEACH for the scholar’s tuition and books after the Pell grant is deducted.

3. Develop and maintain materials for recruiting child care provider staff in the community for the CDA/certificate of mastery, associate of arts/science degree as outlined in the
Guidelines. Develop and maintain materials to recruit child care directors to obtain a Director’s Certificate of Mastery or associate degree;

4. Assist participants in completing the financial-aid process including preparing the PELL and TEACH applications;

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

6. **Mentor** program scholars at their worksite or appropriate location;

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

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

9. Follow-up with personal contact with program scholars quarterly once scholars have complete the CDA credential or certificate of mastery;

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

11. Serve as the liaison between the scholar and faculty to assist in addressing issues and resolving conflicts and meet a minimum of twice a month;

12. Be responsible for providing SRHE and Department with program and/or program participant information on at least quarterly basis, or as needed;

13. Be responsible for submitting/coordinating quarterly invoice information, including back-up documentation, to the SRHE;

14. Be expected to attend any staff development activities coordinated through or required by the SRHE’s office;

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

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

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

18. Scholar coordinators may not perform additional duties such as, teaching or other related activities, for the college or child development department.

V. **Department agrees to provide the following:**

1. Provide program support, orientation, and workshops as needed for the institutions’ scholar coordinators;

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

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

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

VI. **Department’s Financial Commitment**

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

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

- At the end of the first 3-month period following the receipt of the CDA credential, and providing that the program participant is employed and received pay for an average of 30 hours per week during this period at a licensed facility or home, the college’s academic child development program will be eligible for $150 per scholar;

- If within the contract period a program participant earns a minimum of 9 credit hours above the hours required for a CDA toward an associate degree program in early childhood development and has not been enrolled in collegiate courses the previous 6 months (unless obtaining CDA credential) and is employed and received pay an average of 30 hours per week during this time period, the college’s child development academic program will be eligible for $200 per scholar.
VII. Reporting/Accountability

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

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

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

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

VIII. General Provisions

A. Billing

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

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

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

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

C. Modification

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

D. Termination

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

E. Sub-Contracting

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

F. Disallowance of Claims

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

G. Supporting Documentation

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

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

____________________________   __________________________
Howard Hendrick, Director    Hans Brisch, Chancellor
Oklahoma Department of Human Services  Oklahoma State Regents for
                                       Higher Education

Date: ______________________   Date: ______________________
AGENDA ITEM #21:

Policy

SUBJECT: Approval of emergency Administrative Procedures Act rule changes, approval of policy change, and approval of Oklahoma Tuition Aid Grant award level.

Not Available Electronically At This Time.
AGENDA ITEM #22-a

OneNet

SUBJECT: Acceptance of Virtual Internet Schools in Oklahoma funding.

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to receive $248,047.73 in funding specific to the Virtual Internet Schools in Oklahoma (VISION) project.

BACKGROUND:

During Oklahoma’s 47th Legislative session, House Bill No. 2662 created the Virtual Internet School in Oklahoma Network (VISION). This legislation was the result of the Oklahoma Legislature’s recognition of the significant advancements made in educational technologies and the positive impact they could have on educational quality, access and accountability. Specifically, the legislation created a pilot program for the development of a virtual Internet school within the State of Oklahoma to provide verifiable information on the advantages of web-based instructional programs.

Initially, the pilot program has been charged to concentrate on the development of web-based instructional programs in mathematics for all grade levels, beginning with the third grade. In addition to the curriculum development, this initiative will also enable development and testing of procedures and standards that will enable the effective transition of the virtual Internet school network to a statewide undertaking. OneNet’s role is to provide the networking and technical infrastructure to support the initiative throughout the pilot phase as well as the statewide expansion.

POLICY ISSUES:

Under the VISION legislation [§70-1210.726], a coordinating committee was designated in which nine (9) members were to be selected by the Superintendent of Public Instruction, the Chancellor of Higher Education and the Cabinet Secretary for Science and Technology. The latter are to serve as ex officio, non-voting members and maintain the responsibility of establishing standards and procedures for acquiring resources and equipment for the pilot program.

The receipt of funding in support of the VISION pilot project is consistent with State Regents leadership role in coordinating federal, state, and local resources toward the goal of student success, teacher preparation, and technology immersion.

ANALYSIS:

The VISION project is an ambitious and potentially far-reaching undertaking designed to lay the groundwork in Oklahoma for what is commonly referred to as a connected learning community, a collection of
technologies and processes whereby geography and local circumstances are no longer barriers to access of the highest quality educational opportunities. This increased access in educational opportunities is consistent with the State Regents’ GEAR UP efforts by bringing new resources into several GEAR UP school districts in this pilot.

During State Fiscal Year 2002, the VISION coordinating committee has designated a total of $511,024.70 in VISION funding to OneNet to support the ongoing, statewide development of the project. The $248,047.73 is specific to the network’s administrative costs associated with the project. The balance of the funding designated by the VISION coordinating committee ($262,976.96) is earmarked for software and equipment purchases.

It is recommended that the State Regents accept the funds in support of the VISION project.
AGENDA ITEM #22-b:

OneNet

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

RECOMMENDATION:

It is recommended that the State Regents ratify the contract addendum with Cimarron Broadband Project, Inc. to recover administrative costs associated with support of 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 will provide for designated telecommunications equipment as well as cost recovery related to staff time devoted to the project. Further, it will enable OneNet to expand bandwidth capacity while avoiding circuit costs between the Learning Site in Ponca City and Northern Oklahoma College in Tonkawa.
Ponca City Bandwidth Project Addendum

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 (1) DS-3 from the Conoco facility in Ponca City to OneNet’s Point of Presence (POP) in Tonkawa 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. Broadband will endeavor to make the circuit available to the Regents one week prior to the Fall 2002 Semester.

2) Broadband shall provide a Cisco 7204 router and DS-3 PA module to the Regents to connect the above-mentioned DS-3 to the Learning Site at the Conoco Facility prior to the Fall 2002 Semester. OneNet will provide and install the necessary router line card upgrades to connect the DS-3 circuit at its POP on the Northern Oklahoma University campus in Tonkawa.

3) It is further agreed and understood that Broadband intends, to the extent possible, to preserve its rights as 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 #23:

Item Deleted
AGENDA ITEM #24:

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:

Chancellor Hans Brisch was recognized for his “dedicated professional commitment to the advancement and support of excellence in our American Educational Institutions” by the Council for Advancement and Support of Education, Southwest District IV, in April, 2002.

Chancellor Hans Brisch received a resolution of appreciation from Oklahoma Christian University in April, 2002

GEARUP and Communications staff received three of the 12 Bronze Quill Awards given this year by the International Association of Business Communicators: 1) An Award of Merit in Total Communication for the GEAR UP Public Awareness Campaign, 2) An Award of Merit in Online Communication for the GEAR UP Web Site, and 3) An Award of Merit in Non-Print Media for the OHLAP Radio Commercials.

GEAR and Communications staff received 8 awards at the Oklahoma School Public Relations Association Annual Conference: 5 Awards of Excellence (1st Place) for the GEAR UP radio commercial, the GEAR UP parent guides, the GEAR UP campaign, the GEAR UP web page, and the OHLAP billboard and 3 Awards of Merit for the GEAR UP Student Activity Booklet, the OHLAP radio commercials, and the GEAR UP Annual Conference Brochure.

Vice Chancellor Kermit McMurry and Coordinator Kathy Quinn were among recipients of the Quality Award issued by the Department of Human Services for the Scholars for Excellence in Child Care Project. The State Regents also received the Governor’s Commendation for the Scholars for Excellence in Child Care Project.

Associate Vice Chancellor Bryce Fair received the Student Financial Aid Partner Award from the Oklahoma Association of Student Financial Aid Administrators at their annual conference in April.

Gina Wekke, Senior Coordinator, Academic Affairs, will graduate from the University of Oklahoma in June with a bachelor’s degree in Liberal Studies.

It is recommended that the State Regents accept this report and commend staff for state and national efforts noted above.
AGENDA ITEM #25-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:

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

Oklahoma State University (OSU)
5 degree program name changes
3 option deletions
2 degree program requirement changes

Redlands Community College (RCC)
2 program requirement changes
2 option additions

Oklahoma Panhandle State University
4 option deletions
1 option addition
1 degree program requirement change

East Central University (ECU)
1 degree program name change

University of Oklahoma
1 option deletion
1 degree program requirement change

Northeastern State University
4 degree program requirement changes
1 option addition
POLICY ISSUES:

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

ANALYSIS:

SWOSU – Bachelor of Science in Athletic Trainer (143)
Degree program name change:
- Change program name to Bachelor of Science in Athletic Training;
- Name change better reflects the curriculum;
- No courses will be added or deleted; and
- No new funds and no funds will be available for reallocation.

SWOSU – Bachelor of Business Administration (011)
Option addition:
- Add “management information systems” option;
- Option will be offered via electronic media (see electronic media item);
- Ten new courses will be added and taught by existing faculty; and
- Funding for the new option will come from internal reallocation of funds.

OSU – Doctor of Education in Educational Administration (067)
Degree program name change:
- Change program name to Doctor of Education in School Administration;
- Name change better reflects the curriculum;
- No courses will be added or deleted; and
- No new funds and no funds will be available for reallocation.

OSU – Master of Science in Occupational and Adult Education (204)
Degree program name change:
- Change program name to Master of Science in Human Resources and Adult Education;
- Name change better reflects the curriculum;
- No courses will be added or deleted; and
- No new funds and no funds will be available for reallocation.

OSU – Doctor of Education in Occupational and Adult Education (206)
Degree program name change and option deletions:
- Change program name to Doctor of Education in Human Resources and Adult Education;
- Delete “adult and continuing education,” “human resource development,” and “occupational and vocational education” options;
- Name change better reflects the curriculum;
- Name change is more inclusive and eliminates the need for options;
- No courses will be added or deleted; and
- No new funds and no funds will be available for reallocation.

OSU – Bachelor of Science in Biosystems Engineering (010)
Degree program requirement change:
- Change program requirements by restructuring curriculum, but total number of hours required remains unchanged;
Two courses will be added, three courses will be deleted, and several course titles will be changed; and
No new funds and no funds will be available for reallocation.

**OSU – Bachelor of Science in Family Relations and Child Development (094)**

Degree program name change:
- Change program name to Bachelor of Science in Human Development and Family Science;
- Name change better reflects breadth of the curriculum;
- Name change is more reflective of the disciplines nationally;
- No courses will be added or deleted; and
- No new funds and no funds will be available for reallocation.

**OSU – Master of Science in Family Relations and Child Development (095)**

Degree program name change:
- Change program name to Master of Science in Human Development and Family Science;
- Name change better reflects breadth of the curriculum;
- Name change is more reflective of the disciplines nationally;
- No courses will be added or deleted; and
- No new funds and no funds will be available for reallocation.

**OSU – Bachelor of University Studies (025)**

Degree program requirement changes:
- Change required number of credit hours from 124 to 120;
- Change graduation grade point average from 2.20 to 2.0;
- Increase the number of upper division credit hours required from 40 to 50;
- Decrease the number of hours left to take prior to admission to the program from 45 to 30;
- No courses will be added or deleted; and
- No new funds and no funds will be available for reallocation.

**RCC – Associate in Applied Science in Emergency Medical Technology (076)**

Degree program requirement changes:
- Increase the required number of credit hours from 63 to 68;
- Restructure the technical-occupational specialty to add 5 hours for a total of 68 required;
- Changes will facilitate compliance with the Oklahoma State Department of Health regulations and articulation to other programs;
- Within the restructure, courses will be retitled and credit hours adjusted to meet regulations;
- No courses will be added or deleted; and
- No new funds and no funds will be available for reallocation.

**RCC – Associate in Science in PreAgriculture (027)**

Option addition:
- Add “agriculture communications” option;
- New option will enhance employment opportunities for agriculture students;
- The new option will provide a transferable degree to a 4-year program;
- Four new courses will be added and taught by existing faculty; and
• No new funds and no funds available for reallocation.

**RCC – Associate in Science in Biological and Pre-Professional Health Sciences (028)**

Option addition and program requirement change:
- Add “pre-pharmacy” option;
- The new option will provide a transferable degree to a professional pharmacy program;
- Change the program requirements from 65 hours to 63-65 hours by deleting the 3-hour physical education requirement;
- No new courses will be added; and
- No new funds and no funds available for reallocation.

**OPSU – Bachelor of Science in Agronomy (002)**

Option deletions:
- Delete “general,” “business,” and “science” options;
- Change the program graduation grade point average requirement from 2.5 to 2.0, consistent with the university requirement;
- Deleted option courses will be offered as electives in the current program;
- No courses will be deleted; and
- No new funds and no funds will be available for reallocation.

**OPSU – Bachelor of Science in Health and Physical Education (012)**

Option addition, option deletion, and program requirement change:
- Add the “sports and exercise management” option;
- Option replaces the “athletic training” option;
- 33 credit hours of existing courses will be required in the management core for the new option;
- Delete the “athletic training” option;
- Deletion results from changes in requirements for state and national certification that OPSU, because of size and location, is unable to meet;
- Three students are currently in the program and will be accommodated;
- Four courses will be deleted;
- Three new courses will be added for the option; and
- No new funds and no funds will be available for reallocation.

**ECU – Bachelor of Science in Business/Office Technology (009)**

Degree program name change:
- Change degree name to Bachelor of Science in Business Education and Office Technology;
- The change is consistent with the requirements of the Association of Collegiate Business Schools and Programs (ACBSP) to make distinctions among programs in the School of Business that are not accredited by ACBSP. The title change distinguishes this program from traditional business programs;
- No courses will be added or deleted; and
- No new funds and no funds will be available for reallocation.
OU – Bachelor of Fine Art in Dance (042)
Option deletion and a program requirement change:
- Delete “modern dance pedagogy” option;
- Change the program requirements from 124-127 hours to 124-125 hours;
- Deleting this option will strengthen students’ preparation for careers in the dance profession;
- 14 students are currently in the program and will be accommodated;
- No courses will be deleted; and
- No new funds and no funds available for reallocation.

NSU – Bachelor of Arts in Mass Communications (050)
Degree program requirement change:
- Increase minimum course grade required to “C” or better for all courses in the major, rather than a “C” average;
- No courses will be added or deleted; and
- No new funds and no funds available for reallocation.

NSU – Master of Science in College Teaching (052)
Option addition:
- Add “mathematics” option;
- New option will provide professional development and advancement opportunities for community college teachers, local business and industry employees, and public school teachers in response to collaborative efforts with Tulsa Community College;
- Four new courses will be added and taught by existing faculty; and
- No new funds and no funds available for reallocation.

NSU – Bachelor of Arts in Political Science (069)
Degree program requirement change:
- Plan of study revision to include 18 credit hours of core courses and 18 credit hours of in one of two existing options: “political science” or “public administration;”
- One new course will be added; and
- No new funds and no funds available for reallocation.

NSU – Bachelor of Arts in Speech (090)
Degree program requirement change:
- Increase minimum course grade required to “C” or better for all courses in the major, rather than a “C” average;
- No courses will be added or deleted; and
- No new funds and no funds available for reallocation.

NSU – Bachelor of Arts in Theatre (128)
Degree program requirement change:
- Increase minimum course grade required to “C” or better for all courses in the major, rather than a “C” average;
- No courses will be added or deleted; and
- No new funds and no funds available for reallocation.
AGENDA ITEM #25-a (2):

Program Modifications.

SUBJECT: Ratification of approved institutional requests.

RECOMMENDATION:

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

BACKGROUND:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University (OSU)</td>
<td>3 option name changes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeastern State University (NSU)</td>
<td>1 course requirement change</td>
</tr>
</tbody>
</table>

POLICY ISSUES:

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

ANALYSIS:

**OSU – Doctor of Philosophy in Human Environmental Sciences (123)**

Option name change:
- Change option name of “family relations and child development” to “human development and family science;”
- Name change better reflects breadth of the curriculum;
- Name change is more reflective of the disciplines nationally;
- No courses will be added or deleted; and
- No new funds and no funds available for reallocation.

**OSU – Bachelor of Science in Biosystems Engineering (010)**

Option name changes:
- Restructure option curriculum and change option name from “agriculture” to “bioprocessing and biotechnology;”
- Change option name from “food and bioprocessing” to “food processing;”
- Name changes better reflect the curricula;
- Two courses will be added, three courses will be deleted, and several course titles will be changed; and
- No new funds and no funds available for reallocation.
NSU – Certificate in School Psychologist (110)

Course requirement changes:

- Revision of program curriculum to enhance program quality and align program with state and national standards;
- Seven course offerings will be added and six course offerings will be deleted as program requirements;
- Total number of credit hours required for the program will remain at 60; and
- No new funds and no funds available for reallocation.
AGENDA ITEM #25-a (3):

Programs.

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

RECOMMENDATION:

It is recommended that the State Regents approve Murray State College’s request for final approval of the Associate in Arts in Child Development (061), Oklahoma City Community College’s request for final approval of the Certificate in Multimedia (117) and an extension of the review schedule for the Certificate in Financial Services (118), the University of Oklahoma’s request for final approval of the Bachelor of Science in Computer Engineering (332), and Western Oklahoma State College’s request for an extension of the review schedule for the Associate in Applied Science in Emergency Medical Technology (057).

BACKGROUND:

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

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

POLICY ISSUES:

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

ANALYSIS:

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

Murray State College
- Associate in Arts in Child Development (061)

This program exceeded the enrollment requirement, but did not meet the graduate productivity criterion by two students. The program demonstrated success, enrolling 26 students in fall 2001 and 45 in spring 2002. Many participants of this program are non-traditional students employed full-time, resulting in fewer graduates in a traditional timeframe. Due to the increased enrollment, this is a viable program meeting local demand. Final approval is recommended.

Oklahoma City Community College
- Certificate in Multimedia (117)

This program met the graduate criterion and exceeded the enrollment criterion. The program demonstrated success with 80 percent (70 percent required) of graduates employed or pursuing an associate degree. The program reported 100 percent (70 percent required) employer satisfaction with the students’ performance. Final approval is recommended.

University Oklahoma
- Bachelor of Science in Computer Engineering (332)

This program demonstrated success with strong numbers of students enrolled (114 in fall 2000) and graduates (35 in 2000-01). The productivity criteria set for this program in 1996 were unusually high (180 students enrolled and 48 graduates). The actual performance of the program is well above the minimum productivity required by State Regents’ policy and within reasonable measures of success. Final approval is recommended.

Recommendation: Review Schedule Extension

Oklahoma City Community College
- Certificate in Financial Services (118)

This program exceeded the enrollment criterion, but did not produce graduates. Of the students in the program, 100 percent are employed; however the criterion specified that 70 percent or more of program graduates were to be employed, in an associate degree program, or working toward educational goals.

Given that the program is viable and has strong enrollment, an extension of the review schedule with the specified stipulations is recommended. Continuation of the certificate program beyond fall 2003 will depend upon the program meeting the following criteria:

Stipulations (spring 2003)
- Students enrolled: 22 in fall 2002
- Graduates: 7 in 2002-03
- Satisfaction: 70 percent of graduates will be employed, in an associate degree program, or meeting educational goals.
Western Oklahoma State College

• Associate in Applied Science in Emergency Medical Technology (AAS in EMT) (057)

This program has not met productivity expectations for a variety of reasons. Changes in the State Emergency Medical Services Registry and the types of students this program serves are the main concerns. Most students served by the AAS in EMT are degree holders from the community who complete only courses required for the registry. Faculty are reviewing the registry standards and curriculum to meet requirements while encouraging students to complete the general education portion of the program, as well. WOSC requests an adjustment in the productivity criteria to reflect realistic student demand and requirements for the EMT field.

While this review is underway, an extension of the review schedule with the specified stipulations is recommended. Continuation of the degree program beyond fall 2003 will depend upon the program meeting the following criteria:

Stipulations

• Students enrolled: 30 in fall 2002
• Graduates: 8 in 2002-03
• National Registry Exam: 85 percent of graduates will pass the National Registry Exam.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
<th>Date Approved</th>
<th>Criteria Achieved</th>
<th>Graduates</th>
<th>Fall Headcount Enrollment</th>
<th>FTE</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSC</td>
<td>AA Child Development (061)</td>
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<td>6 00-01</td>
<td>4</td>
<td>26 F01</td>
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<td>20 F01</td>
<td>23</td>
<td>1) 70% of graduates employed or in an associate program; 2) 70% of employers satisfied with performance of graduates</td>
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<td>OCCC</td>
<td>Certificate in Financial Services (118)</td>
<td>08/28/98</td>
<td>7 00-01</td>
<td>0</td>
<td>22 F01</td>
<td>27</td>
<td>1) 70% of graduates employed, in an associate program, or meeting educational goals. 1) 100% of students are employed, but are not graduates.</td>
</tr>
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</table>

Final Approval
Extension until Spring 2003

ATTACHMENT A
<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
<th>Date Approved</th>
<th>Graduates Criteria Achieved</th>
<th>Fall Headcount Enrollment Criteria Achieved</th>
<th>FTE</th>
<th>Other</th>
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</thead>
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<tr>
<td>OU</td>
<td>Bachelor of Science in Computer Engineering (332)</td>
<td>06/28/96</td>
<td>48 00-01 35 180 F00 114</td>
<td>Final Approval</td>
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<td>WOSC</td>
<td>AAS Emergency Medical Technology (057)</td>
<td>12/12/97</td>
<td>12 00-01 1 40 F01 67 F00-Sp01 NA NA</td>
<td>85% pass rate on National Registry Exam</td>
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<td>Extension until Spring 2003</td>
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<tr>
<td>Proposed Extension until Spring 2003</td>
<td>extension requested</td>
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</table>
AGENDA ITEM #25-a (4):

Program Reinstatement.

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

RECOMMENDATION:

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

BACKGROUND:

Oklahoma Panhandle State University (OPSU) requests authorization to reinstate the Bachelor of Science (BS) in Medical Technology (016), which was suspended in February 1999.

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

POLICY ISSUES:

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

ANALYSIS:

OPSU has partnered with Seward County Community College (SCCC) in Liberal, Kansas, which offers the Associate in Applied Science (AAS) in Medical Laboratory Technician. Under this partnership, students can complete the AAS at SCCC, then transfer to OPSU to complete the BS in Medical Technology. This partnership is in response to the needs of hospitals and health care providers in the region. Since courses required for the BS in Medical Technology are currently offered for students in other science areas, no additional funding is required to reinstate the program.

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

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #25-a (5):

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:

Northeastern State University (NSU) requests authorization to suspend the Bachelor of Arts in Education in History (043).

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:

Northeastern State University

NSU requests suspension of the Bachelor of Arts in Education (BAE) in History. The social studies education degree allows students to obtain certification in more than one area, providing greater employment opportunities. As a result, the BAE in History no longer serves a useful purpose.

Twenty students remain in the program. Ten students will graduate as scheduled, and the remaining students will be counseled and given the choice to complete the program they started or switch to the social studies education program. Based on the students’ decisions, they will be accommodated.

It is understood that in accordance with the Program Review Policy, no students will be recruited or admitted to the program, and the program will not be listed in the college catalog. It is further understood that NSU will reinstate or delete the suspended program within three years (by May 2005).

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.
AGENDA ITEM #25-a (6):

Electronic Media.

SUBJECT: Ratification of the approval of courses and programs for the Southern Regional Education Board (SREB) Electronic Campus.

RECOMMENDATION:

It is recommended that the State Regents ratify the approval of courses and programs for inclusion in the SREB Electronic Campus.

BACKGROUND:

The SREB Electronic Campus was created in 1997 as an “electronic marketplace” for courses, programs and services offered electronically by accredited colleges and universities in the SREB member states. At the September 5, 1997 meeting, the State Regents approved the inclusion of three courses from Oklahoma institutions in the Electronic Campus pilot offerings for spring 1998. Over time, participation in the program has expanded, and the State Regents have periodically approved inclusion of programs and courses from Oklahoma institutions.

POLICY ISSUES:

This action is consistent with the State Regents’ “Policy and Procedures Pertaining to the Electronic Delivery of Courses and Programs.” While the comprehensive universities are functioned to offer courses and programs out of state, this policy allows for other institutions to offer courses out of state with State Regents’ approval.

ANALYSIS:

In 1996, the SREB began plans to develop the Electronic Campus (originally called the Electronic Common Market), a distance education consortium. The Electronic Campus serves as a centralized listing of approved distance education courses and programs from participating SREB states; thus it does not grant credit or degrees. Institutions provide the education and services, and as such determine tuition and fees, set enrollment procedures, and provide related student services. The Electronic Campus has continued to expand and now lists over 7,000 courses and 250 degree programs from more than 250 colleges and universities in the south.

Proposals for new Electronic Campus offerings have been received from two institutions, which comprise 29 individual courses and 1 program. Offerings from Oklahoma institutions listed within the Electronic Campus now total 254 courses and 12 programs.
Each institution has provided information concerning the quality of the courses and program to be offered and has affirmed that the submissions comply fully with the Electronic Campus *Principles of Good Practice*. Programs requested for inclusion have been previously approved for electronic media delivery by the State Regents. Individual courses may be offered electronically without approval.

Authorization was granted by the Chancellor for the above request. State Regents’ ratification is requested.

Attachment
# Course and Program Inventory
for the
Southern Regional Education Board - Electronic Campus

## COURSES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Listing</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma City Community College</td>
<td>ACCT 2113</td>
<td>Accounting I/Financial</td>
</tr>
<tr>
<td></td>
<td>ACCT 2123</td>
<td>Accounting II/Managerial</td>
</tr>
<tr>
<td></td>
<td>AOT 1113</td>
<td>Computer Keyboarding</td>
</tr>
<tr>
<td></td>
<td>AOT 2313</td>
<td>Intermediate Word 2000</td>
</tr>
<tr>
<td></td>
<td>AOT 2453</td>
<td>Office Information Processing</td>
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<td></td>
<td>ART 1053</td>
<td>Art Appreciation</td>
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<tr>
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<td>BIO 2343</td>
<td>Genetics and Man</td>
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<td>BUS 1013</td>
<td>Introduction to American Business</td>
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<td>BUS 2023</td>
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<td>BUS 2033</td>
<td>Business Communications</td>
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<td></td>
<td>CD 1023</td>
<td>Introduction to Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td>CD/PSY 1013/1003</td>
<td>Introduction to Child Growth and Development</td>
</tr>
<tr>
<td></td>
<td>CD/PSY 2013/1003</td>
<td>The Behavior and Guidance of Young Children</td>
</tr>
<tr>
<td></td>
<td>CHEM 1103</td>
<td>Chemistry Around Us</td>
</tr>
<tr>
<td></td>
<td>CHEM 1115</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td></td>
<td>COM 1103</td>
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<td></td>
<td>FIN 1013</td>
<td>Personal Finance</td>
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<td></td>
<td>HIST 1483</td>
<td>American History to the Civil War</td>
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<td>HIST 1493</td>
<td>American History from the Civil War</td>
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<td>HUM 2143</td>
<td>Mythology</td>
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<td>HUM 2223</td>
<td>Humanities-Modern</td>
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<td></td>
<td>HUM 2213</td>
<td>Humanities-Classical and Medieval</td>
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<tr>
<td></td>
<td>HUM 2373</td>
<td>Introduction to World Music</td>
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<td></td>
<td>HUM/PHIL 2133</td>
<td>Comparative Religions</td>
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<td></td>
<td>LIT 2113</td>
<td>Science Fiction Literature</td>
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<td></td>
<td>LS 0133</td>
<td>Study Skills</td>
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<td></td>
<td>MATH 2013</td>
<td>Introduction to Statistics</td>
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<tr>
<td></td>
<td>PHIL 1213</td>
<td>Introduction to Ethics</td>
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<tr>
<td></td>
<td>SOC 1113</td>
<td>Introduction to Sociology</td>
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</tbody>
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## PROGRAMS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma Health Sciences Center</td>
<td>Master of Science in Rehabilitation Sciences</td>
</tr>
</tbody>
</table>
AGENDA ITEM #25-b:

Cooperative Agreements.

SUBJECT: Ratification of approved institutional request for a cooperative agreement.

RECOMMENDATION:

It is recommended that the State Regents ratify Redlands Community College’s (RCC) request for a cooperative agreement, as detailed below.

BACKGROUND:

In 1988, the State Regents approved a policy that committed them and the Oklahoma Department of Career and Technology Education to establish cooperative agreements between Oklahoma’s colleges and career technology centers (CTC) that would expand educational opportunities for Oklahoma citizens. Currently, 362 cooperative agreements involving 126 associate in applied science degree programs are offered by 18 institutions in conjunction with 29 Oklahoma CTC’s and two out-of-state CTC’s.

At the January 24, 1997 meeting, the State Regents approved revisions to the cooperative agreement policy that allow high school students meeting specified requirements to enroll in cooperative agreements.

RCC requests authorization for a cooperative agreement with Canadian Valley Technology Center (CVTC). This cooperative agreement will allow students to receive college credit for coursework completed at CVTC toward the Associate in Applied Science in Emergency Medical Technology (076).

POLICY ISSUES:

This action is consistent with the State Regents’ “Guidelines for Approval of Cooperative Agreements.”

ANALYSIS:

RCC requests authorization to establish a cooperative agreement whereby students may earn up to 7 credit hours toward the Associate in Applied Science in Emergency Medical Technology (076) for coursework completed at CVTC.

It is understood that RCC will not offer general education courses at CVTC as part of this agreement, and high school students will be permitted to enroll consistent with State Regents’ policy.

Institutional and CVTC faculty and staff will serve on an oversight and evaluation committee for this cooperative agreement. The committee will meet at least annually to review course content, relevance, and instructional methods as related to the established course and program competencies.

Approval was granted by the Chancellor. State Regents’ ratification is requested.
AGENDA ITEM #25-c:

Academic Restructuring.

SUBJECT: Approval of institutional request to restructure academic departments.

RECOMMENDATION:

It is recommended that the State Regents approve Oklahoma State University’s (OSU) request to restructure the existing Department of Management in the College of Business Administration into two separate departments, the Department of Management and the Department of Management Science and Information Systems, as detailed below.

BACKGROUND:

OSU requests authorization to restructure the existing Department of Management into two separate departments under the College of Business Administration: the Department of Management and the Department of Management Science and Information Systems.

POLICY ISSUES:

This action is consistent with the State Regents’ “Approval of Changes in Academic Structure and Nomenclature at Institutions in The Oklahoma State System of Higher Education.”

ANALYSIS:

The current management department has 35 tenured faculty and annually employs 20-25 additional temporary faculty. Faculty members are divided evenly between the two specialties, which have become more disparate in orientation, focus, research agendas, and research opportunities. Separate majors exist in management, management information systems, and management science at the undergraduate, master’s, and doctoral levels. The change is expected to be administrative and will not affect curricula or degree requirements. It is expected to be transparent to students.

Costs associated with the administrative head and unit secretary for the new department will be absorbed by existing College of Business Administration funds through internal reallocation. This request is supported by departmental faculty and OSU central administration.
AGENDA ITEM #25-d:

SUBJECT:


RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of March 20, 2002, through May 13, 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 March 20, 2002, through May 13, 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 $3,589,248. This total is represented by $2,857,558 in Section 13/New College allotments and $731,690 in State Fund allotments.
### ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS
(For the Period of March 20, 2002, through May 13, 2002)

Section 13, New College, and State Funding Sources

<table>
<thead>
<tr>
<th>Institution</th>
<th>Resolution No.</th>
<th>Source of Funds</th>
<th>Project Name</th>
<th>Date Allotted</th>
<th>Section 13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
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<tbody>
<tr>
<td>University of Oklahoma</td>
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<td>650-New College</td>
<td>Acad. &amp; Administrative Renovations</td>
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<td>$40,000</td>
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<td>$1,849,213</td>
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<td>HSC Lighting/Infrastructure Improvements</td>
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<td>ODFA Series 2000 Debt Service</td>
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<td>OU Health Sciences Center</td>
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<td>295-State</td>
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<td>650-New College</td>
<td>Perkins Road Research Facility Development</td>
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<td>Life/Safety Code Requirements</td>
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<th>Type</th>
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<td>OKC</td>
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<td>OSU-Okmulgee</td>
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Seminole State College

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<td>4234 295-State Equipment</td>
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Tulsa Community College

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**SYSTEM TOTALS**

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<td>$2,857,558</td>
<td>$731,690</td>
<td>$3,589,248</td>
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AGENDA ITEM #25-e:

SUBJECT:

Approval of revolving fund allocations and revised budgets for institutions

RECOMMENDATION:

It is recommended that the State Regents ratify the authorization of the revision to Educational and General, Part I Budget allocations as requested in the resolution following this memorandum and approve the revised budgets.

BACKGROUND:

Additional allocation of Revolving Funds for the 2001-2002 fiscal year in support of the Educational and General Budget - Part I have been requested by four institutions subsequent to the allocation made by the Regents on June 30, 2001, Resolution No. 4145. Evidence of availability of these additional funds, not previously taken into account, has accompanied the institution’s request.

POLICY ISSUES:

This action is in accordance with Policy II-4-14 and II-4-33 as revised June 30, 1978.

ANALYSIS:

Eastern Oklahoma State College has requested that the allocation for the FY2002 E&G Budget be increased from $8,590,376 to $8,654,660, an increase of $64,284. The supplemental funding for the increase has been generated through the receipt of grant funds from new sponsored programs. The supplemental funding will be used for personnel services.

Connors State College has requested that the allocation for the FY2002 E&G Budget be decreased from $8,697,632 to $8,195,620, a decrease of $502,012. The decrease is caused by mandatory cuts of general revenue and reduced receipts in previously budget student fee revenue. The decrease is reflected in personnel services, travel, utilities, supplies, furniture, and library materials.

Carl Albert State College has requested that the allocation for the FY2002 E&G Budget be increased from $6,923,352 to $7,273,352, an increase of $350,000. The supplemental funding for the increase has been generated through the receipt of tuition and fees revenue, grant funds, and carry-forward revenue. The supplemental funding will be used for personnel services, supplies and other operating expenses.

Seminole State College has requested that the allocation for the FY2002 E&G Budget be increased from $6,734,940 to $7,232,130, an increase of $497,190. The supplemental funding for the increase has been generated through the receipt of grant funds, and carry-forward funds. The supplemental funding will be used for personnel services, supplies and materials and other operating expenses.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
RESOLUTION NO. 4243

Pursuant to authority granted under the Constitution of Oklahoma by Article XIII-A adopted on March 11, 1941, which vests in the Oklahoma State Regents for Higher Education the allocation of any funds appropriated by the Legislature for use in The Oklahoma State System of Higher Education and pursuant to Title 70, Oklahoma Statutes, 1991, Sections 3206, 3210, and 3903.

The Oklahoma State Regents for Higher Education hereby ALLOCATE the sums set out below to the respective institutions of The Oklahoma State System of Higher Education. The purpose of the allocations made herein is for support of the Educational and General Budgets beginning July 1, 2001, and ending June 30, 2002, said funds to be subsequently allotted for encumbrance and expenditure as provided by law.

FOR THE EDUCATION AND GENERAL OPERATING BUDGETS

<table>
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<tr>
<th>Institution</th>
<th>Agency No.</th>
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<td>Connors State College</td>
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<tr>
<td>Seminole State College</td>
<td>623</td>
<td>497,190</td>
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</table>

These are fiscal year funds for encumbrance not later than June 30, 2002.

Dated 24th day of May, 2002.

SEAL:

ATTEST:

Marvin “Ike” Glass, Secretary     Joe Mayer, 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 May 24, 2002.

Hans Brisch, Chancellor

Duly subscribed and sworn to before me this 24th day of May 2002.

_______________________________
Notary Public

My commission expires ___________________.
AGENDA ITEM #25-f (1):

Agency Operations

*Not Available Electronically At This Time.*
Not Available Electronically At This Time.
AGENDA ITEM #25-f(2):

Agency Operations

Not Available Electronically At This Time.
Not Available Electronically At This Time.
AGENDA ITEM #25-g (1):

Posthumous Degrees

SUBJECT: University of Oklahoma

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of nonacademic degree as listed below:

BACKGROUND:

The University of Oklahoma made a request to award a posthumous Bachelor of Science degree to Mr. Glen Alva Kinzer. He died on February 5, 2002, during his senior year at the university.

The University of Oklahoma also made a request to award a posthumous Bachelor of Science degree to Ms. Cassandra D. Derrick. She died tragically on February 20, 2002, during her senior year at the university.

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 diplomas for the posthumous degree are attached for State Regents’ ratification.
The Oklahoma State Regents for Higher Education
acting through
The University of Oklahoma
make known that
Glen Alva Kinzer
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 the University of Oklahoma at Norman, Oklahoma on the
eleventh day of May two thousand and two.

For the State Regents

Joe Mayer
Chairman

The Dean
Secretary

For the University

Robin D. Suggs
Chancellor, Board of Regents

David L. Boren
President of the University

Councillor
Academic Dean
The Oklahoma State Regents for Higher Education
acting through

The University of Oklahoma

make known that

Cassandra D. Derrick

having completed the requirements for the posthumous award of
the degree of
Bachelor of Science in Zoology
has accordingly been admitted posthumously to that degree
and all the honors, privileges and obligations belonging thereto,
and in witness thereof have authorized the issuance of
this Diploma duly signed and sealed.

Issued at the University of Oklahoma at Oklahoma City, Oklahoma on the
eleventh day of May two thousand and two.

For the State Regents  For the University

Joe Mayer
Chairman

Robin Siegfried
Chairman Board of Regents

The Dean
Secretary

David Boren
President of the University

Jane Brown
Chancellor

Academic Dean
AGENDA ITEM #25-g (2):

Posthumous Degrees

SUBJECT: Cameron University

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 Associate in Applied Science degree to Ms. Sue Ann Todd. She had completed the requirements for this degree while working toward a baccalaureate degree. She died February 21, 2001 after a long-term illness.

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

Sue Ann Todd

having completed the requirements for the posthumous award of

the degree of

Associate in Applied Science

has accordingly been admitted posthumously to that degree
and all 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
eleventh day of May, Two Thousand Two.

FOR THE STATE REGENTS:

[Signatures]

FOR THE UNIVERSITY:

[Signatures]
AGENDA ITEM #25-g (3):

Posthumous Degrees

SUBJECT: Langston University

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of nonacademic degree as listed below:

BACKGROUND:

Langston University made a request to award a posthumous Master of Education degree for Ms. Caldonia Annette Gassaway who had completed 37 hours toward her degree. She was last enrolled during the 2000 fall semester and passed on December 12, 2001 after having a heart attack.

Langston University made a request to award an honorary Bachelor of Humane Letters degree (posthumously) for Ms. Bedell Boles-Dewitt-Taylor. She was last enrolled during the 1943 spring semester and died of cancer on May 14, 2000.

Langston University also made a request to award an Honorary Master of Fine Arts degree to Charles Kent Wilson at its 2002 spring commencement ceremony.

POLICY ISSUES:

Posthumous Degrees: The 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.

Honorary Degrees: The requests are consistent with State Regents’ policy which requires:

- Conferral of honorary degrees only at the highest level for which an institution is authorized to award earned degrees.
- Conferral of honorary degrees that are distinguishable from earned degrees.
- Conferral of honorary degrees not to exceed the number specified in the policy.
- Conferral of honorary degrees upon individuals who are not faculty, administrators, or other officials associated with the institution as specified in the policy.
- Conferral of honorary degrees upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, or professional accomplishments.
Langston University’s requests meets requirements of the State Regents’ policy. The proposed diploma awarding the Honorary Degree of Master of Fine Arts and the Honorary Bachelor of Humane Letters (posthumously) are attached for State Regents’ approval.
The Oklahoma State Regents for Higher Education
Acting Through

LANGSTON UNIVERSITY

have admitted

CALDONIA ANNETTE GASSAWAY

to the degree of

MASTER OF EDUCATION

POSTHUMOUS

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 Langston University at Langston, Oklahoma, on

the fourteenth day of December, two thousand and one.

FOR THE STATE REGENTS

FOR THE UNIVERSITY

Joe Mayer, Chairman

Barry L. Burns, Chairman, Board of Regents

L. J. Belz, Secretary

Larry L. Peery, President of the University

James R. Higginbotham, Chancellor

E. W. B. McRae, Registrar
The Oklahoma State Regents for Higher Education
Acting Through

LANGSTON UNIVERSITY

have admitted

BEDELL BOLES-DEWITT-TAYLOR

to the degree of

HONORARY BACHELOR OF HUMANE LETTERS
POSTHUMOUS

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 Langston University at Langston, Oklahoma, on
the eleventh day of May, two thousand and two.

FOR THE STATE REGENTS

Joe Mayer
CHAIRMAN

She Blaz
SECRETARY

FOR THE UNIVERSITY

Doug E. Burns
CHAIRMAN, BOARD OF REGENTS

Eunice McSherry
PRESIDENT OF THE UNIVERSITY

Richard H. Chinn
CHANCELLOR

Regina
REGISTRAR
The Oklahoma State Regents for Higher Education
Acting Through

LANGSTON UNIVERSITY

have admitted

CHARLES KENT WILSON

to the degree of

HONORARY MASTER OF FINE ARTS

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 Langston University at Langston, Oklahoma, on the eleventh day of May, two thousand and two.

FOR THE STATE REGENTS

Joe Mayer
Chairman

She Plan
Secretary

Langston
Chancellor

FOR THE UNIVERSITY

D. E. Burns
Chairman, Board of Regents

B. E. W. Greenway
President of the University

W. B. Stearns
Registrar
AGENDA ITEM #25-g (4):
Posthumous Degrees

SUBJECT: Eastern Oklahoma State College

RECOMMENDATION:

It is recommended that the State Regents ratify the awarding of nonacademic degrees as listed below:

BACKGROUND:

Eastern Oklahoma State College made a request to award a posthumous Associate in Applied Science in Agriculture degree for Mr. William Jack Richards. He had completed 55 hours toward his degree and was enrolled in his final semester of work. He was killed April 2, 2002 in an auto accident.

POLICY ISSUES:

These requests are 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 The

Eastern Oklahoma State College
have awarded

William Jake Richards
the posthumous degree of

Associate in Applied Science in Agriculture

and all the honors, privileges and obligations belonging thereto, and in witness thereof
have authorized the issuance of this diploma duly signed and sealed.

Issued at the Eastern Oklahoma State College at Wilburton, Oklahoma
this tenth day of May, two thousand and two

For the State Regents:

Edward Kiser
Chairman

C. L. Keiner
Secretary

For the College:

Georgia L. Sate
Chairman, Board of Regents

Rolwin D. Reiner
President of College

John D. Castan
Academic Vice President
AGENDA ITEM #25-h:

Administrative Procedures Act

SUBJECT: Faculty Advisory Committee

RECOMMENDATION:

It is recommended that the State Regents give approval to the revised rules for the Faculty Advisory Committee, as submitted, and continue the rule revocation process pursuant to the Oklahoma Administrative Procedures Act.

BACKGROUND:

Pursuant to a directive by the state legislature, a review was conducted of the OSRHE’s Administrative Code Rules to identify rules that do not meet the APA definition of a rule. The Faculty Advisory Committee rule is an internal policy statement and does not meet the definition of a rule; therefore it should remain as a Regent’s policy, but be revoked as an administrative rule.

POLICY ISSUES:

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

ANALYSIS:

Approval by the State Regents would allow the process of revocation of the unnecessary administrative rule to continue as defined by the Administrative Procedures Act.

Attachment
610:1-5-1. Purpose [REVOKED]
(a) The Oklahoma State Regents for Higher Education recognize the value of a formal structure for faculty input and a strengthened linkage to an important constituency—faculty. Consequently, the State Regents have created a Faculty Advisory Committee to assist the State Regents.
(b) The purpose of the Faculty Advisory Committee is to communicate to the Chancellor and the State Regents the views and interests of all Oklahoma college and university faculty on those issues that relate to the constitutional and statutory responsibilities of the State Regents. In representing faculty, the Faculty Advisory Committee shall attempt to accurately represent the positions of faculty and develop the best proposals and recommendations to the State Regents.

610:1-5-2. Membership [REVOKED]
(a) The Faculty Advisory Committee consists of seven members elected by tier by the State Faculty Assembly at its fall annual meeting and appointed by the Chancellor. Guidelines for election of Faculty Advisory Committee members by a State Faculty Assembly will be as follows:
   (1) Election of the two Faculty Advisory Committee members from the two-year colleges will be by a delegation of individuals representing each of the 13 two-year colleges and the Technical Branch in Oklahoma City and the Technical Branch in Okmulgee.
   (2) Election of the two Faculty Advisory Committee members from the four-year universities will be by a delegation of individuals representing each of the 10 four-year universities.
   (3) Election of the two Faculty Advisory Committee members from the two comprehensive universities will be by delegates from the two comprehensive universities and delegates from the Health Sciences Center, the College of Osteopathic Medicine and Surgery, and the College of Veterinary Medicine.
   (4) Election of the one Faculty Advisory Committee member from the independent college/university sector will be by a delegation of individuals representing each of the 15 independent colleges and universities in Oklahoma.
   (5) Delegates from the colleges and universities in Oklahoma shall be the current faculty organization president or its immediate past president.
   (6) The Assembly shall meet once a year in the fall for the purpose of electing representatives to the Faculty Advisory Committee.
(b) Members will be selected as follows:
   (1) Two members will be elected at large to represent the comprehensive universities in The Oklahoma State System of Higher Education.
   (2) Two members will be elected at large to represent the regional universities in the State System.
   (3) Two members will be elected at large to represent the junior colleges in the State System.
   (4) One member will be elected at large to represent the accredited independent colleges and universities in the state.
(c) The term of office of the Faculty Advisory Committee member is two years. Until such time as formal elections are held, interim members will be selected by an informal faculty assembly in accordance with provisions as set forth in (b) of this Section. Such interim members shall hold office until replaced by members elected as follows:
   (1) The first elections in fall 1991 to the Faculty Advisory Committee as provided in (a) of this Section will be to fill the following positions to serve a two-year term:
       (A) one comprehensive university position,
       (B) one four-year university position, and
(2) The second elections in fall 1992 to the Faculty Advisory Committee as provided in (a) of this Section will be to fill the following positions:

(A) one comprehensive university position,
(B) one four-year university position,
(C) one two-year college position, and
(D) one independent college/university position.

(d) A member must be a faculty member and should at the time of selection be a present or immediate past officer of the institution's faculty organization. In the event an institution does not have an official faculty organization, an individual may still represent an institution with the consent and support of the faculty of that institution. A member must be employed by the type of institution that he/she is selected to represent.

(e) Terms of office will be from January 1 to December 31.

(f) A member who wishes to resign before his/her term expires must notify the Chancellor and the Faculty Advisory Committee in writing. Replacements to fill vacant, unexpired terms may be made by the Chancellor consistent with the rules in this Chapter and with the advice of the Faculty Advisory Committee.

(g) A member must be removed from office if he/she does not continue to meet the requirements listed in the bylaw provisions during the term of office.

(h) The Faculty Advisory Committee members shall have the power to recommend to the General Faculty Assembly removal of a fellow Faculty Advisory Committee member for violations of the provisions of this Chapter.

610:1-5-3. Duties [REVOKED]

(a) Members of the Faculty Advisory Committee are encouraged to visit and become familiar with other institutions in the state.

(b) The Faculty Advisory Committee will serve as an avenue for the faculty community to express input to the State Regents.

(c) The Faculty Advisory Committee will elect an individual to serve as chair according to the following guidelines:

(1) A chair will be elected from the comprehensive university members to serve January through April.
(2) A chair will be elected from the four-year university members to serve May through August.
(3) A chair will be elected from the two-year college members to serve September through December.

(d) The chair will work with the State Regents' office through a staff liaison designated by the Chancellor.

(e) The Faculty Advisory Committee will elect a reporter at its first meeting following election to take official minutes of the Faculty Advisory Committee meetings and maintain a file of Faculty Advisory Committee actions.

(f) Members of the Faculty Advisory Committee will be called upon by the Chancellor to provide informal counsel and advice and to make presentations at public hearings, legislative meetings, etc.

(g) The Faculty Advisory Committee, by a majority vote of its members, may submit recommendations to the Chancellor on matters relating to the duties and responsibilities of the State Regents.

(h) A representative of the Faculty Advisory Committee is encouraged to attend regularly scheduled meetings of the State Regents.

(i) The Faculty Advisory Committee will work with the Chancellor and the designated liaison in developing an annual list of priorities and goals for rendering advice to the State Regents.

(j) The Faculty Advisory Committee will submit an annual written report of its activities to the Chancellor and will also maintain regular contact with the state's faculty organizations to apprise them of significant developments.

(k) Clerical and administrative assistance to the Faculty Advisory Committee will be provided by the
Chancellor's office and the designated liaison in the conduct of the Faculty Advisory Committee business.

(l) The chair or designated spokesman for the Faculty Advisory Committee may develop a written and oral presentation to the State Regents on at least a quarterly basis or more frequently as needed. Written reports will be submitted in timely fashion to the Chancellor for inclusion in the official bound agenda for the Regents. For purposes of compliance with the state’s Open Meeting Act [25 O.S., § 301 et seq.], reports and recommendations for Regents' action should be submitted to the Chancellor at least three weeks prior to State Regents’ meetings.

610:1-5-4. Operation guidelines [REVOKED]

The Faculty Advisory Committee will operate under guidelines established by the Faculty Advisory Committee with the concurrence of the Chancellor.

610:1-5-5. Meetings [REVOKED]

(a) A schedule of regular meetings of the Faculty Advisory Committee will be filed annually with the State Regents’ office.

(b) A record of the Faculty Advisory Committee meetings shall be kept on official file in the office of the State Regents.

(c) An individual designated by the Chancellor shall be invited to attend official meetings of the Faculty Advisory Committee.

610:1-5-6. Amendments [REVOKED]

The provisions of this Subchapter may be amended by a majority vote of the Faculty Advisory Committee and concurrence of the Chancellor.
AGENDA ITEM #25-i:

Educational Assistance Plan

SUBJECT: Updates Reflecting IRS Changes

RECOMMENDATION:

It is recommended that the State Regents endorse the revised model Employer-Provided Educational Assistance Plan and encourage the development of qualified plans for the benefit of Oklahoma employers and workers.

BACKGROUND/ POLICY ISSUES:

In 1998, the Regents approved an economic development plan to strengthen Oklahoma’s economic structure in three areas: 1) ability to cope with the fast-changing workforce needs of high-paying job fields, 2) develop areas of expertise in knowledge-based industries, and 3) transfer research outcomes to the workplace.

This agenda item relates to the first area, the development of Oklahoma’s workforce in high-paying job fields. The Oklahoma Employment Security Commission projects that the fastest growing occupations through 2006 will require college degrees, and the OU Center for Economic and Management Research reports through the year 2008 more than half of net jobs created in Oklahoma will require an associate degree or higher.

Upon recommendation of the Citizens’ Commission on the Future of Oklahoma Higher Education, the State Regents have implemented numerous funding and policy shifts to improve higher education’s role in Oklahoma’s workforce development. Regents are currently working with the Council on Adult and Experiential Learning (CAEL) to develop a comprehensive higher education plan for serving business and industry. A CAEL survey of businesses last spring indicated that most employers have tuition plans and desire an enhanced higher education role in workforce development.

Changes in the federal tax code provide tax advantages to employers and employees participating in a qualified employer-provided educational assistance plan (see attached IRS Publications 535 and 970). In December 2000, the State Regents endorsed a model Employer-Provided Educational Assistance Plan and encouraged the development of qualified plans for the benefit of Oklahoma employers and workers. Subsequent IRS changes call for modification in the model plan.

ANALYSIS:

The attached revised “Educational Assistance Plan” is proposed as a model for use by employers statewide. The model plan was developed with the assistance of OG&E who provided their qualified Educational Assistance Policy with permission to share with others. Dr. Brenda Stacy, Director of the University Learning Center, Ponca City, has assisted the State Regents in the development and updating of the policy. The model approved by the State Regents in December 2000 was also discussed with the Presidents Council and its Innovation and Technology Committee.
The model Educational Assistance Plan is an additional tool for Oklahoma employers that will allow optimal use of company resources in the development of their human resources. Before implementing a qualified educational assistance plan and policy, businesses should consult tax counsel for a review and confirmation that their particular plan meets applicable IRS requirements.

Modifications in the plan provide for payments to be made to employees for graduate level courses in addition to the previously allowed undergraduate courses.

The model Educational Assistance Plan is an additional tool for the state in the development of its human resources. It provides certain tax advantages to adult students in the workforce and enhances the opportunity to improve the number of college graduates in Oklahoma and Oklahoma’s competitive position.

Attachment
(Template)

EMPLOYER-PROVIDED EDUCATIONAL ASSISTANCE PLAN

(Company A)

Approved

___________

(Date)

Endorsed by
Oklahoma State Regents for Higher Education

NOTE TO EMPLOYER

Portions of this Plan are underlined indicating areas where your company will insert specific information that tailors the Educational Assistance Plan making it compatible with your company’s policies and procedures. The Educational Assistance Plan should reflect your company’s philosophy within the intent of the legislation that authorized such plans (Taxpayer Relief Act of 1997). Where there are options different than shown in the Sample Educational Assistance Plan, the options or limitations specified by law are noted within parentheses or by a “Note to Employer.” More complete information may be found in Publications 970 and 535, which are included in this document.
This Plan document and related forms (the “Plan Documents”) are being provided by the Oklahoma State Board of Regents for Higher Education (the “State Board of Regents”) for discussion and information purposes only and is not intended to constitute legal or other professional advice. Without limiting the foregoing, the Plan Documents are provided without any warranty of any kind and the State Board of Regents expressly disclaims any representation or warranty (i) as to the appropriateness of Plan and Documents for any person or entity and (ii) as to the effect of adopting and/or operating such Plan Documents on (a) the income tax obligations of an adopting employer or a participating employee, (b) other legal obligations arising under or by virtue of establishing an Educational Assistance Plan, or (c) compliance of the Plan Documents with any Internal Revenue Code provision, including without limitation Internal Revenue Code \( \textcircled{127} \). Accordingly, any employer intending to adopt an Educational Assistance Plan is advised to obtain the advice of its own tax and legal advisors before operating an Educational Assistance Plan.
(Template)
Educational Assistance Plan

Policy

(Company A) encourages our employees to continuously improve themselves through personal and professional development activities. (Company A) supports employees to complete higher education coursework and degrees by providing tax exempt educational assistance to eligible employees. It is believed that these educational benefits can dramatically increase the interest and desire for learning by employees and will ultimately produce a more creative and productive workforce. Courses may be job-related or employees may pursue a planned educational program that includes non-job related courses. An educational course is a unit of study offered by a certified school or college. The payments may be for undergraduate or graduate level courses that begin during 2002.

Note to Employer: The Taxpayer Relief Act has been extended numerous times. The latest extension is indefinite. Remember to check for future extensions.

Guidelines

Any eligible company employee, having selected a course of study can apply for educational assistance by completing an Application for Educational Assistance form. The completed form will be submitted to the immediate supervisor who will forward it to the (Human Resources Department, Review Committee, owner, or other individual or group designated by Company A). The attached form should be used to make application for educational assistance.

Procedures

I. GENERAL

1. (Company A) will provide and administer the Educational Assistance Program in an effort to encourage employees to improve their abilities.

2. The administration and control of the Educational Assistance Plan, including policy interpretation and decisions regarding the plan, interpreting written procedures, and initiating and developing changes to the plan, is the responsibility of (Human Resources Department, Review Committee, owner, or other individual or group designated by Company A). In this regard, the (Human Resources Department, Review Committee, owner, or other individual or group designated by Company A) shall have the authority to interpret the terms and conditions of this Plan, including without limitation all questions regarding an employee’s eligibility for and the amount of assistance available under this Plan, in its sole and absolute discretion.

3. Educational assistance shall be available to all employees who are classified by the Company as “full time” employees on the first day of full time employment. Employees who are classified by the Company as full time employees are referred to as eligible employees in this Educational Assistance Plan.

Note to Employer: The law does not require employees to be “full time” to be
eligible for educational assistance. The employer may elect to make educational assistance available to all employees.

II. APPROVED COURSE

1. “Course” shall mean an undergraduate or graduate unit of study as commonly described and offered for a semester by an institution of higher education. If not available on a “single course – semester basis”, a series of courses leading to a certificate or diploma may be considered for approval. Fast track, distance education, or other types of courses that offer flexible scheduling options for undergraduate students are eligible for approval; even though, these may not be delivered on a traditional “semester” format or timeline.

Courses may be job-related or employees may pursue a planned educational program that may include a variety of non-job related courses. Notwithstanding the foregoing, a course for purposes of this Plan shall not include any activity involving sports, games or hobbies. However, “sports, games or hobbies” does not include education that instructs an employee in how to maintain and improve health so long as such education does not involved the use of athletic facilities or equipment and is not recreational in nature.

2. Approval for specific, individual training courses or degree formats will be provided by the (Human Resources Department, Review Committee, owner, or other individual or group designated by Company A).

III. QUALIFIED INSTITUTIONS

1. In general, a qualified institution shall mean an institution of higher education.

IV. HOW TO APPLY FOR APPROVAL OF COURSES

1. Any Company employee, having selected a course of study coming under the intent of this policy, can apply for financial assistance by completing the attached Application for Educational Assistance form.

2. The completed Application for Educational Assistance shall be reviewed by the immediate supervisor, and upon approval, shall be forwarded to the (Human Resources Department, Review Committee, owner, or other individual or group designated by Company A). If an employee enrolls in a course before receiving the required approval for financial assistance, he/she shall be fully responsible for all costs if the course is not subsequently approved.

V. COURSE PAYMENT AND RECORDS

1. Subject to the conditions and limitations set forth in this Plan, payment of (100%) for the tuition and required fees shall be made to the educational institution upon approval of an Application for Educational Assistance. In addition, (75%) of the costs of books, supplies, and equipment will be reimbursed to the employee. After an employee has purchased his/her books, supplies, and equipment, the employee will send a copy of the receipts to the (Human Resources Department, Review Committee, owner, or other individual or group designated by Company A) for reimbursement.
Note to Employer: The Company may decide the percentage of tuition, fees, books, and equipment to be paid or reimbursed. The Company may also decide if the payment or reimbursement percentage is contingent upon the grade/s earned in the class/es. Neither are requirements of the law.

2. The total amount of payment and/or reimbursement for educational assistance for any Company A employee is limited to a maximum of $5,250 for any calendar year.

3. Tuition is defined as the charge for instruction by the education institution. Generally, it is the amount quoted by the educational institution as tuition cost of enrollment fee per credit hour.

4. Fees are defined as any fee in addition to tuition required to be paid by a student as a condition of enrollment in any institution of higher education.

5. Supplies and equipment are defined as those items required for class instruction, but specifically does not include tools or supplies which may be retained by the employee after completion of the course.

6. Payment does not include lodging, meals, or transportation.

7. A record of courses completed shall be placed in the employee’s personnel file.

8. Should an employee resign or be discharged for cause before a course of study is completed, Company A will deduct from the employee’s final payroll check any portion of tuition or required fees paid by Company A.

   Note to Employer: This action is at the discretion of the Company and is not required by law.

9. (Human Resources Department, Review Committee, owner, or other individual or group designated by Company A) Should an employee be laid off prior to completion of a course of study that was paid for by Company A before the layoff, the employee will not be required to reimburse Company A for any tuition or fees paid by Company A.

   Note to Employer: This action is at the discretion of the Company and is not required by law.

VI. SCHOLARSHIPS/GRANTS-IN-AID

1. Employees receiving scholarships, grants, etc. for approved courses are not eligible for payment for any portion of the tuition or fees paid for by these other sources.

2. Costs not covered by scholarships, grants, etc. will be eligible for payment when the requirements set forth in this policy have been satisfactorily met.

   Note to Employer: Statements 1 and 2 in this section (VI) are not specified requirements within the law.
VII. TERMINATION AND AMENDMENT

(Company A) intends to continue this educational assistance program as a permanent plan. However, (Company A) reserves the right to terminate this program at any time by a vote of the Board of Directors of (Company A) and further reserves the right to amend this plan document and the terms of the program at any time by a vote of the Board of Directors of (Company A).

*Note to Employer:* This section is optional, but recommended.

VIII. LIMITATION ON BENEFITS FOR MORE THAN 5% OWNERS

No more than 5% of the amounts paid or incurred by (Company A) under this educational assistance program for any calendar year may be provided for the class of individuals who are shareholders [or owners] (or their spouses or dependents) each of whom own more than 5% of the stock [or capital or profits interest] in (Company A). For purposes of determining stock ownership, the Attribution Rules of Internal Revenue Code § 1563(d) and (e) (applied without regard to Internal Revenue Code § 1563(e)(3)(C)) apply. [For purposes of determining the capital or profits interest of an unincorporated trader business, the rules under Internal Revenue Code § 414(c) apply.]

*Note to Employer:* This section is required.

IX. NOTIFICATION TO EMPLOYEES

(Company A) shall communicate in writing the terms and conditions of this Educational Assistance Plan to all eligible employees and shall provide each eligible employee with a copy of this plan document.

*Note to Employer:* The employer is required to provide reasonable notice of the program to eligible employees.

Acknowledgement

Appreciation is acknowledged to OG&E for their cooperation in the development of this sample policy. They provided their Educational Assistance Policy as a prototype with permission to share it with others. The Sample shown here was derived from the OG&E model.
Educational Assistance

This exclusion applies to educational assistance you provide to employees under an educational assistance program. For expenses relating to courses beginning in 2002, the exclusion also applies to graduate level courses.

Educational assistance means amounts you pay or incur for your employees' education expenses. These expenses generally include the cost of books, equipment, fees, supplies, and tuition. However, these expenses do not include the cost of graduate-level courses of a kind normally taken by a person pursuing a program leading to an advanced academic or professional degree. Also, these expenses do not include the cost of a course or other education involving sports, games, or hobbies, unless the education:

1. Has a reasonable relationship to your business, or
2. Is required as part of a degree program.

Education expenses do not include the cost of tools or supplies (other than textbooks) that your employee is allowed to keep at the end of the course. Nor do they include the cost of lodging, meals, or transportation.

**Educational assistance program.** An educational assistance program is a separate written plan that provides educational assistance only to your employees. The program qualifies only if all of the following tests are met.

1. The program benefits employees who qualify under rules set up by you that do not favor highly compensated employees. To determine whether your program meets this test, do not consider employees excluded from your program who are covered by a collective bargaining agreement if there is evidence that educational assistance was a subject of good-faith bargaining.

2. The program does not provide more than 5% of its benefits during the year for shareholders or owners. A shareholder or owner is someone who owns (on any day of the year) more than 5% of the stock or of the capital or profits interest of your business.

3. The program does not allow employees to choose to receive cash or other benefits that must be included in gross income instead of educational assistance.

4. You give reasonable notice of the program to eligible employees.

Your program can cover former employees if their employment is the reason for the coverage. For this exclusion, a highly compensated employee for 2002 is an employee who meets either of the following tests.

1) The employee was a 5% owner at any time during the year or the preceding year.
2) The employee received more than $90,000 in pay for the preceding year.

You can choose to ignore test (2) if the employee was not also in the top 20% of the employees when ranked by pay for the preceding year.

**Employee. For this exclusion, treat the following individuals as employees.**

1) A current employee.
2) A former employee who retired, left on disability, or was laid off.
3) A leased employee who has provided services to you on a substantially full-time basis for at least a year if the services are performed under your primary direction or control.
4) Yourself (if you are a sole proprietor).
5) A partner who performs services for a partnership.

**Exclusion from wages.** You can exclude up to $5,250 of educational assistance you provide to an employee under an educational assistance program from the employee's wages each year.

**Assistance over $5,250.** If you do not have an educational assistance plan, or you provide an employee with assistance exceeding $5,250, you can exclude the value of these benefits from wages if they are working condition benefits. Property or a service provided is a working condition benefit to the extent that if the employee paid for it, the amount paid would have been deductible as a business or depreciation expense.

**Form 5500.** Generally, if you maintain an educational assistance program, you must report information about the program each year by the last day of the 7th month after the program year ends. Use Form 5500 and Schedule F (Form 5500). However, if the education assistance program provides only job-related training that is deductible by the employee as an ordinary and necessary business expense, you are not required to file Form 5500. See the form instruction for information on extension of time to file.

*Publication 535 can be found through the Internal Revenue Service website at [http://www.irs.gov](http://www.irs.gov) then click on FORMS & PUBS, then PUBLICATIONS ONLINE, then PUBLICATION 535, then EDUCATIONAL ASSISTANCE. For more information about this and other important tax changes, see Publication 553, Highlights of 2001 Tax Changes.*
Employer-Provided Educational Assistance

Your employer may be able to provide you, tax free, up to $5,250 of education benefits each year. This means that you may not have to pay tax on amounts your employer pays for your education including payments for tuition, fees and similar expenses, books, supplies, and equipment. The payments do not have to be for work-related courses.

Your employer will be able to tell you whether the benefits are tax free.

Caution: You cannot use any of the tax-free educational expenses paid for by your employer as the basis for any other deduction or credit, including the Hope credit and the lifetime learning credit.

Education benefits. Education benefits that your employer can provide tax free include payments for tuition, fees and similar expenses, books, supplies, and equipment. The payments do not have to be for work-related courses.

Educational assistance benefits do not include payments for the following items.

1. Meals, lodging, transportation, or tools or supplies (other than textbooks) that you can keep after completing the course of instruction.
2. Courses involving sports, games, or hobbies unless they:
   a) Have a reasonable relationship to the business of your employer, or
   b) Are required as part of a degree program.

Benefit over $5,250. If your employer gives you more than $5,250 of educational benefits for you during the year, you must generally pay tax on the amount over $5,250. Your employer should include in your wages (box 1 of your Form W-2) the amount which you must include in income.

Working condition fringe benefit. However, if the payments also qualify as a working condition fringe benefit, your employer does not have to include them in your wages. A working condition fringe benefit is a benefit which, had you paid for it, you could deduct as an employee business expense.

Publication 970 can be found through the Internal Revenue Service website at http://www.irs.gov then click on FORMS & PUBS, then PUBLICATION 970, then EMPLOYER-PROVIDED EDUCATIONAL ASSISTANCE.
APPLICATION FOR
EDUCATIONAL ASSISTANCE

Name of Applicant______________________________________________________________

Job Title ____________________________________________ Dept._____________________

Name of Institution providing the course_____________________________________________

Are you working toward a specific degree?  Yes_____ No_____

If yes, what degree?_____________________________________________________________

Semester:  Fall ______  Spring_______  Summer_______

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Sub Total

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Sub-Total

TOTAL Employer-Provided Educational Assistance for this semester

Employee’s Signature ___________________________ Date ________________

Supervisor’s Signature ___________________________ Date ________________

Approval

Authorizing Signature ____________________________ Date ________________
AGENDA ITEM #25-j

Resolution

SUBJECT: Ratification of resolutions

RECOMMENDATION:

It is recommended that the State Regents ratify/approve State Regents’ resolutions as detailed below.

It is recommended that the State Regents:

Ratify the resolution commending and paying tribute to employee Carolyn Tharp on the occasion of her retirement from the Oklahoma State Regents for Higher Education.

Attachment
WHEREAS, Carolyn Tharp was employed by the Oklahoma State Regents for Higher Education on October 21, 1991; and,

WHEREAS, Carolyn Tharp will retire on June 1, 2002, from her position as Coordinator of Operations in the Chancellor’s Office; and,

WHEREAS, Carolyn Tharp has rendered invaluable service to the Chancellor, staff, and the State Regents during her employment with the agency; and

WHEREAS, Carolyn Tharp is recognized throughout the agency for her dedication in organizing and leading an integrated team of staff professionals to preserve the State Regents’ history through the production of the State Regents’ Annual Report and the restructuring of the State Regents’ library of official documents; and,

WHEREAS, Carolyn Tharp is widely recognized for her creative writing and professional editing capability which is reflected in the numerous State Regents’ official presentations and publications; and,

WHEREAS, Carolyn Tharp has served in lead capacity in organizing and operating the Chancellor Scholars Program; and,

WHEREAS, Carolyn Tharp is widely acknowledged by State Regents’ staff as an education professional who has demonstrated her ability to lead, organize, and support employees.

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

BE IT FURTHER RESOLVED that best wishes and sincere thanks of the State Regents and the Chancellor go with Carolyn and her husband Paul as she enters retirement and a new world of challenge and opportunity.

Ike Glass, Secretary

Joe Mayer, Chairman

The foregoing is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on May 15, 2002.

Hans Brisch, Chancellor

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AGENDA ITEM #26-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, 2001, 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. Reinstated Programs
X. Suspended Programs
## CURRENT DEGREE PROGRAM INVENTORY
### May 24, 2002

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| System Total   | 1,597           | 282                                     | 272                         | 548           | 208      | 106      | 10              | 1,426 | 171          |

185
## I. Letter of Intent

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<td>Tulsa Community College</td>
<td>Associate in Applied Science in International Music Management</td>
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## II. Degree Program Requests Under Review

July 1, 2001 to Present

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<tr>
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<td>Oklahoma State University Technical Branch</td>
<td>Associate in Science in Information Technologies</td>
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<td>Okmulgee</td>
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<tr>
<td>University of Oklahoma Health Sciences Center</td>
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<td>Master of Science in Genetic Counseling</td>
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<td>Bachelor of Science in Athletic Training</td>
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### III. Approved New Program Requests

July 1, 2001 to Present

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IV. Requested Degree Program Deletions
July 1, 2001 to Present

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V. Approved Degree Program Deletions
July 1, 2001 to Present

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<th>Date Approved</th>
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## VI. Requested Degree Program Name Changes

**July 1, 2001 to Present**

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<th>Proposed Program Name</th>
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<td>3/25/02</td>
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<td>May 24, 2002</td>
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## VII. Approved Degree Program Name Changes

**July 1, 2001 to Present**

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<th>Date Approved</th>
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<td>Master of Science in Health, Physical Education and Recreation (117)</td>
<td>Master of Science in Health and Human Performance</td>
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<td>February 7, 2002</td>
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<tr>
<td>OSUB-OK</td>
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<td>12/17/01</td>
<td>February 7, 2002</td>
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<td>UCO</td>
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<td>11/29/01</td>
<td>April 4, 2002</td>
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<td>Associate in Applied Science in Office Administration (045)</td>
<td>Associate in Applied Science in Administrative Office Technology</td>
<td>2/28/02</td>
<td>April 4, 2002</td>
</tr>
</tbody>
</table>
VIII. Completed Cooperative Agreements
July 1, 2001 to Present

<table>
<thead>
<tr>
<th>Date Rec'd</th>
<th>Inst.</th>
<th>Area Vocational Technical School/Center</th>
<th>Degree Program (program code)</th>
<th>Date Approved</th>
<th>Date Ratified</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20/01</td>
<td>NEOAMC</td>
<td>Central Technical Center</td>
<td>Associate in Applied Science in Electronics (019)</td>
<td>9/28/01</td>
<td>October 26, 2001</td>
</tr>
<tr>
<td>9/20/01</td>
<td>CSC</td>
<td>Green County Technology Center</td>
<td>Associate in Applied Science in Child Development (063)</td>
<td>9/28/01</td>
<td>October 26, 2001</td>
</tr>
<tr>
<td>12/19/01</td>
<td>SSC</td>
<td>Moore-Norman Technology Center</td>
<td>Associate in Applied Science in Nursing (110)</td>
<td>1/14/02</td>
<td>February 7, 2002</td>
</tr>
<tr>
<td>2/26/02</td>
<td>RCC</td>
<td>Canadian Valley Technology Center</td>
<td>Associate in Applied Science in Applied Technology (081)</td>
<td>3/15/02</td>
<td>April 4, 2002</td>
</tr>
<tr>
<td>3/1/02</td>
<td>OSUTB-OK</td>
<td>Canadian Valley Technology Center</td>
<td>Associate in Applied Science in Municipal Fire Protection (009)</td>
<td>3/15/02</td>
<td>April 4, 2002</td>
</tr>
<tr>
<td>3/4/02</td>
<td>NOC</td>
<td>Pioneer Technology Center</td>
<td>Associate in Applied Science in Information Technology (083)</td>
<td>3/15/02</td>
<td>April 4, 2002</td>
</tr>
<tr>
<td>3/4/02</td>
<td>NOC</td>
<td>Northwest Technology Center</td>
<td>Associate in Applied Science in Information Technology (083)</td>
<td>3/15/02</td>
<td>April 4, 2002</td>
</tr>
<tr>
<td>3/4/02</td>
<td>NOC</td>
<td>Chisholm Trail Technology Center</td>
<td>Associate in Applied Science in Information Technology (083)</td>
<td>4/5/02</td>
<td>April 4, 2002</td>
</tr>
<tr>
<td>3/29/02</td>
<td>RCC</td>
<td>Canadian Valley Technology Center</td>
<td>Associate in Applied Science in Emergency Medical Technology (076)</td>
<td>4/18/02</td>
<td>May 24, 2002</td>
</tr>
</tbody>
</table>

IX. Reinstated Programs
July 1, 2001 to Present

<table>
<thead>
<tr>
<th>Date Rec'd</th>
<th>Institution</th>
<th>Program (program code)</th>
<th>Original Suspension Date</th>
<th>Date Reinstatement Ratified</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/29/01</td>
<td>OSUTB-OKM</td>
<td>Associate in Applied Science in Telecommunications Technology (088)</td>
<td>10/31/00</td>
<td>September 14, 2001</td>
</tr>
<tr>
<td>3/19/02</td>
<td>OPSU</td>
<td>Bachelor of Science in Medical Technology (016)</td>
<td>4/7/02</td>
<td>May 24, 2002</td>
</tr>
</tbody>
</table>
## X. Suspended Programs

July 1, 2001 to Present

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program (program code)</th>
<th>Date Susp.</th>
<th>Date Suspension Ratified</th>
<th>Date by which program must be reinstated or deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSUTB-OKC</td>
<td>Certificate in Freelance Writing (078)</td>
<td>1/14/2002</td>
<td>February 7, 2002</td>
<td>February 2005</td>
</tr>
<tr>
<td>OSUTB-OKC</td>
<td>Certificate in Systems Maintenance Administration (051)</td>
<td>1/14/2002</td>
<td>February 7, 2002</td>
<td>February 2005</td>
</tr>
<tr>
<td>OU</td>
<td>Master of Natural Science (181)</td>
<td>1/14/2002</td>
<td>February 7, 2002</td>
<td>February 2003</td>
</tr>
<tr>
<td>CSC</td>
<td>Associate in Applied Science in Criminal Justice/Police Science (019)</td>
<td>3/15/2002</td>
<td>April 4, 2002</td>
<td>April 2005</td>
</tr>
<tr>
<td>CASC</td>
<td>Associate in Applied Science in Office Administration (027)</td>
<td>3/15/2002</td>
<td>April 4, 2002</td>
<td>April 2005</td>
</tr>
<tr>
<td>CASC</td>
<td>Certificate in Secretarial Administration (050)</td>
<td>3/15/2002</td>
<td>April 4, 2002</td>
<td>April 2005</td>
</tr>
<tr>
<td>NSU</td>
<td>Bachelor of Arts in Education in History (043)</td>
<td>5/13/2002</td>
<td>May 24, 2002</td>
<td>May 2005</td>
</tr>
</tbody>
</table>
AGENDA ITEM #26-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 broad scale circumvention of policy. All exceptions so granted are to be reported to the State Regents. This is the twentieth report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Eighteen exceptions to the State Regents’ academic policy have been granted by the Chancellor since the last report in February 2002.

ANALYSIS:

Oklahoma State University (OSU)

February 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 waive this requirement for a student who had completed more than the remaining 12 hours of his degree requirements at an institution other than OSU. The exception was based on the student’s leaving OSU for employment, the recommendation of OSU’s professional staff, and the understanding that OSU will apply only the 12 hours previously approved toward the degree.

Oklahoma City Community College

January 15, 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 allow specified part-time faculty to teach concurrent enrollment courses at Capitol Hill School. The exception was based on the fact that the faculty members met all qualifications of regular full-time faculty at OCCC, had been approved by the respective department chairs and deans, and none was primarily employed as high school teachers.
OSU Technical Branch – Oklahoma City (OSUTB-OKC)

January 2, 2002
An exception to the Admission Policy was granted to allow a GED recipient to enroll prior to the graduation of his high school class. The exception was based on the student’s demonstrated abilities, as evaluated by OSUTB-OKC’s professional staff, and OSUTB-OKC’s president’s belief that it was in the student’s best interest to continue his education.

Teacher Shortage Employment Incentive Program (TSEIP)

January 29, 2002
Exceptions were granted to waive the TSEIP application deadline for fifteen students who graduated in December 2001 from five institutions: Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, the University of Central Oklahoma, and the University of Science and Arts of Oklahoma. The exceptions were based on the fact that timely information about the new program was not available to all teacher candidates.
AGENDA ITEM #26-c (1):

Report

SUBJECT: Oklahoma National Guard Tuition Waiver 2001-02 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

For the 2001-02 academic year, the State Regents allocated $1.8 million for the Oklahoma National Guard Tuition Waiver, based on the number of hours waived during the 2001-02 academic year. The State Regents established the tuition waiver as an incentive for qualified young men and women to join the Oklahoma National Guard and as a means to retain skilled, productive citizens within the state. Oklahoma residents who are members of the National Guard are eligible for resident tuition waivers for up to eighteen credit hours per semester. Each participating institution is responsible for waiving a minimum number of credit hours each academic year based on the total undergraduate enrollment. The tuition waiver policy provisions related to financial need, to distribution of awards across fields of study and levels of students and to the limit of three percent of E&G budget do not apply to this program.

POLICY ISSUES:

This report is consistent with the allocation and reimbursement guidelines approved by the State Regents at their meeting of April 11, 1997.

ANALYSIS:

For the 2001-02 academic year, National Guard members received waivers totaling $2,130,908, a decrease of eight percent from 2000-01, which reflects the increased tuition rates in the current year. Of the total dollar amount waived, $1,678,304 was waived in excess of the minimum required for institutional reimbursement and is the basis for the FY03 allocation.
## Oklahoma State Regents for Higher Education

### National Guard Fee Waivers

#### 2001-2002 Year-End Report

<table>
<thead>
<tr>
<th>Institution</th>
<th>2000-01</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Dollars Waived</td>
<td>Total Hours Waived</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>$352,426</td>
<td>5,633</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>488,181</td>
<td>81.12</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>77,458</td>
<td>2,465</td>
</tr>
<tr>
<td>Langston University</td>
<td>25,548</td>
<td>506</td>
</tr>
<tr>
<td>Southeastern Oklahoma State</td>
<td>55,114</td>
<td>1,078</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>17,042</td>
<td>544</td>
</tr>
<tr>
<td>Rose State College</td>
<td>65,605</td>
<td>1,538</td>
</tr>
<tr>
<td>Oklahoma State University - Okm</td>
<td>23,736</td>
<td>744</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>57,907</td>
<td>1,174</td>
</tr>
<tr>
<td>Redlands Community College</td>
<td>11,800</td>
<td>369</td>
</tr>
<tr>
<td>Seminole State College</td>
<td>9,576</td>
<td>304</td>
</tr>
<tr>
<td>Western Oklahoma State</td>
<td>14,270</td>
<td>453</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>190,463</td>
<td>3,787</td>
</tr>
<tr>
<td>Oklahoma State University - OKC</td>
<td>116,867</td>
<td>1,516</td>
</tr>
<tr>
<td>University of Oklahoma Health Sciences</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Murray State College</td>
<td>10,915</td>
<td>333</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>2,312</td>
<td>47</td>
</tr>
<tr>
<td>Ardmore Higher Education Center</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>McCurtain County Higher Education</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Eastern Oklahoma State</td>
<td>8,222</td>
<td>267</td>
</tr>
<tr>
<td>Northwestern Oklahoma State</td>
<td>43,434</td>
<td>879</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>24,813</td>
<td>513</td>
</tr>
<tr>
<td>Connors State College</td>
<td>8,472</td>
<td>269</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>104,724</td>
<td>3,272</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>7,056</td>
<td>224</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>107,187</td>
<td>2,110</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>6,630</td>
<td>192</td>
</tr>
<tr>
<td>University of Science and Arts</td>
<td>22,842</td>
<td>464</td>
</tr>
<tr>
<td>East Central University</td>
<td>43,544</td>
<td>898</td>
</tr>
<tr>
<td>OSU-Tulsa</td>
<td>42,855</td>
<td>650</td>
</tr>
<tr>
<td>Cameron University</td>
<td>381,405</td>
<td>6,217</td>
</tr>
</tbody>
</table>

**TOTAL**                                | **$2,339,419**            | **42,848**               | **54.36**                 | **33,018**                   | **$1,865,521**                                           | **100.0%**                                               | **$1,865,520**                                    | **48.43** |

**2001**                                  | **2,130,908**             | **43,896**               | **48.43**                 | **34,141**                   | **$1,678,204**                                           | **100.0%**                                               | **$1,678,204**                                    | **0.00%** |

AGENDA ITEM #26-c (2):

Reports

SUBJECT:

Chiropractic Education Assistance 2001-02 Year-End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $45,000 from appropriations made by the 2001 Oklahoma Legislature for the 2001-02 Chiropractic Education Assistance Scholarship. The purpose of the program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading towards a Doctor of Chiropractic. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to $6,000 annually, for a maximum of four annual scholarships.

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners approved students for participation in the Chiropractic Education Assistance Program for the 2001-02 academic year. The award distribution to each participating institution for the 2001-02 academic year is indicated below.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001</th>
<th></th>
<th>Spring 2002</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awardees</td>
<td>Amount</td>
<td>Awardees</td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>Cleveland College</td>
<td>13</td>
<td>$10,948.65</td>
<td>11</td>
<td>$9,409.81</td>
<td>$20,358.46</td>
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<tr>
<td>Parker College</td>
<td>9</td>
<td>$8,241.97</td>
<td>7</td>
<td>$6,723.19</td>
<td>$14,965.16</td>
</tr>
<tr>
<td>Palmer College</td>
<td>4</td>
<td>$2,831.26</td>
<td>4</td>
<td>$2,831.24</td>
<td>$5,662.50</td>
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<tr>
<td>TOTAL</td>
<td>26</td>
<td>$22,021.88</td>
<td>22</td>
<td>$18,964.24</td>
<td>$40,986.12</td>
</tr>
</tbody>
</table>
AGENDA ITEM #26-c (3):

Reports

SUBJECT:

Future Teachers Scholarship Program 2001-02 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $100,000 from appropriations made by the 2001 Oklahoma Legislature for the 2001-02 Future Teachers Scholarship. The purpose of the scholarship is to encourage the preparation of teachers in critical shortage areas for Oklahoma public schools. To the extent that funds are available, scholarships up to $1,500 per year, renewable for up to three additional years, are awarded to cover the costs of tuition, fees, books, materials and room and board.

ANALYSIS:

The critical teacher shortage areas for the 2001-02 academic year were special education, foreign language, science, math, library/media specialist, counseling, speech and language pathology, art and music. One hundred and thirty-seven students at twenty-four institutions were approved for program participation for the 2001-02 academic year.

The attached report reflects the award distribution to each participating institution for the 2001-02 academic year.
## Future Teachers Scholarship 2001-02 Year End Report

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students on Program</th>
<th>Total Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>5</td>
<td>$5,750.00</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>12</td>
<td>9,754.00</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>33</td>
<td>16,479.66</td>
</tr>
<tr>
<td>East Central University</td>
<td>12</td>
<td>6,524.50</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>28</td>
<td>24,811.00</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>2</td>
<td>2,185.01</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>8</td>
<td>4,456.00</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>11</td>
<td>7,226.00</td>
</tr>
<tr>
<td>Cameron University</td>
<td>3</td>
<td>2,801.50</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>1</td>
<td>949.00</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>3</td>
<td>1,948.00</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>Connors State College</td>
<td>1</td>
<td>250.00</td>
</tr>
<tr>
<td>Eastern Oklahoma State College</td>
<td>1</td>
<td>564.00</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>Seminole State College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>Rose State College</td>
<td>1</td>
<td>500.00</td>
</tr>
<tr>
<td>Oral Roberts University</td>
<td>2</td>
<td>2,250.00</td>
</tr>
<tr>
<td>St. Gregory’s University</td>
<td>1</td>
<td>564.00</td>
</tr>
<tr>
<td>The University of Tulsa</td>
<td>4</td>
<td>2,043.00</td>
</tr>
<tr>
<td>Southern Nazarene University</td>
<td>2</td>
<td>1,690.50</td>
</tr>
<tr>
<td>Oklahoma Baptist University</td>
<td>2</td>
<td>1,208.00</td>
</tr>
<tr>
<td>Oklahoma Wesleyan College</td>
<td>1</td>
<td>1,500.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>137</strong></td>
<td><strong>$95,454.17</strong></td>
</tr>
</tbody>
</table>
AGENDA ITEM #26-c (4):

Reports

SUBJECT:

Regional University Baccalaureate Scholarship  
2001-02 Year-End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The State Regents allocated $750,000 from appropriations made by the 2001 Oklahoma Legislature for the 2001-02 Regional University Baccalaureate Scholarship. This scholarship provides academically promising students awards of $3,000 per year for tuition, fees, room and board, and required textbooks or materials for up to four years, or eight semesters, of undergraduate study at regional universities in The Oklahoma State System of Higher Education. In addition, the institutions provide awardees with a tuition waiver scholarship. Participants in the program must be residents of Oklahoma.

POLICY ISSUES:

None.

ANALYSIS:

There were 269 participants in the Regional Baccalaureate Scholarship Program for the 2001-02 academic year. As reflected on the attached report, expenditures for the 2001-02 academic year totaled $778,500.
<table>
<thead>
<tr>
<th>University</th>
<th>Students</th>
<th>2001-02 Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Central Oklahoma</td>
<td>53</td>
<td>$155,250</td>
</tr>
<tr>
<td>East Central University</td>
<td>44</td>
<td>123,000</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>48</td>
<td>144,000</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>12</td>
<td>34,500</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>2</td>
<td>3,000</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>18</td>
<td>52,500</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>49</td>
<td>141,750</td>
</tr>
<tr>
<td>Cameron University</td>
<td>15</td>
<td>43,500</td>
</tr>
<tr>
<td>Langston University</td>
<td>1</td>
<td>3,000</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>3</td>
<td>9,000</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>24</td>
<td>69,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>269</strong></td>
<td><strong>$778,500</strong></td>
</tr>
</tbody>
</table>
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
May 24, 2002

AGENDA ITEM #26-c (5):

Smith Cogeneration Scholarship

SUBJECT: 2001-02 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

Smith Cogeneration, Inc. founded the Smith Cogeneration Scholarship in 1987 to celebrate the groundbreaking of their electric power plant in Oklahoma City. The scholarship was created to symbolize the focus on children and education reflected in the groundbreaking theme: a new generation of power for a new generation of Oklahomans. Five children were awarded a scholarship up to $15,000, which may be used at any accredited public or private university, junior college, or vocational training school within or outside the state of Oklahoma. The Oklahoma State Regents for Higher Education is the trustee of the scholarship fund.

POLICY ISSUES:

None.

ANALYSIS:

The total distribution for the 2001-02 academic year is $7,500. Following is a roster of participants and the award each has received for this term.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU Technical Branch-Oklahoma City</td>
<td>William Kenyon</td>
<td>$3,750</td>
</tr>
<tr>
<td>Oklahoma Community College</td>
<td>Melissa Gabbert</td>
<td>$3,750</td>
</tr>
</tbody>
</table>
AGENDA ITEM #26-c (6):

Reports

SUBJECT:

William P. Willis Scholarship 2001-02 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The provisions of Title 70 O. S. 1991, Sections 2291-2292, authorize the Oklahoma State Regents for Higher Education to establish and maintain a program for the purpose of providing scholarships to low-income, full-time undergraduates enrolled at institutions in The Oklahoma State System of Higher Education. Twenty-six students are nominated for awards each year by the presidents of Oklahoma State System institutions. Interest accrued from the William P. Willis Scholarship Trust provides each of the 26 nominees an award amount proportional to the cost of attending institutions in each tier.

ANALYSIS:

At their regular meeting of October 26, 2001, the State Regents authorized the Chancellor to make 26 awards: $3,000 for students attending the comprehensive universities, $2,400 for students attending the regional universities, and $2,000 for students attending the two-year colleges.

The attached report reflects the award distribution to each participating institution totaling $51,600 for the 2001-02 academic year.
### Oklahoma State Regents for Higher Education

**William P. Willis Scholarship**

**2001-02**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Student Name</th>
<th>Major</th>
<th>Award</th>
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<tbody>
<tr>
<td>OU</td>
<td>Kelly McBride</td>
<td>Pre-Journalism</td>
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</tr>
<tr>
<td>OSU</td>
<td>Jami Hartley</td>
<td>Accounting</td>
<td>$3,000</td>
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<tr>
<td>UCO</td>
<td>Shelly Henry</td>
<td>Psychology</td>
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<td>ECU</td>
<td>Faiyaz Ali</td>
<td>Accounting</td>
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<tr>
<td>NSU</td>
<td>Renee Hill</td>
<td>English Education</td>
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<td>Leila McCoy</td>
<td>Social Studies</td>
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<tr>
<td>NWOSU</td>
<td>Christina Murrow</td>
<td>Education</td>
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<td>SEOSU</td>
<td>Cassie Wilson</td>
<td>Elementary Education</td>
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<td>SWOSU</td>
<td>Brian Meadors</td>
<td>PrePharmacy</td>
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<tr>
<td>LU</td>
<td>Nalder Farris</td>
<td>HPER</td>
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<tr>
<td>RSU</td>
<td>Stacy Lee</td>
<td>Social Sciences</td>
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<tr>
<td>OPSU</td>
<td>Bryan Alvidrez</td>
<td>CIS</td>
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<td>USAO</td>
<td>Rebekah White</td>
<td>Deaf Education</td>
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<tr>
<td>CU</td>
<td>Cheryl Meadors</td>
<td>Unreported</td>
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<tr>
<td>CASC</td>
<td>Karen Ivey</td>
<td>Sociology</td>
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<tr>
<td>CSC</td>
<td>Neil Brewer</td>
<td>Nutrition</td>
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<tr>
<td>EOSC</td>
<td>Jennifer Yoss</td>
<td>General Studies</td>
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<td>MSC</td>
<td>Courtney McGuire</td>
<td>Unreported</td>
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<tr>
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<td>Jerrod Bowen</td>
<td>Athletic Trainig</td>
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<td>Tami-Jean Box</td>
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<tr>
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<td>Andy Fisher</td>
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<td>John Smith</td>
<td>Liberal Arts</td>
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<td>WOSC</td>
<td>Katherine Rockstroh</td>
<td>Quality Control Technology</td>
<td>$2,000</td>
</tr>
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</table>

**Total Distribution** $51,600
AGENDA ITEM #26-c (7):

Reports

SUBJECT: 2001 Annual Report, Oklahoma State Regents for Higher Education.

Not Available Electronically At This Time.