NOTE

This document contains recommendations and reports to the State Regents regarding items on the February 7, 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 February 7, 2002.
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 Meeting. Approval of minutes.

3.1 Oklahoma Business and Education Coalition (OBEC). Report and discussion on progress, partnerships, and challenges to strengthening educational standards.

3.2 OneNet. Acceptance of equipment from Polycom. Page 91

FISCAL

4. E&G Budgets.

   a. Approval of revised E&G Budgets for FY 2002 as a result of state-mandated budget reduction. Page 1

   b. Approval of request for Supplemental Appropriation. Page 2

   c. Ratification of resolution to the Governor and legislative leadership on protecting the commitment of state appropriations to higher education. Page 3

5. Quartz Mountain Arts and Conference Center.

   a. Acceptance of report from the State Auditor and Inspector regarding facilities and funds transfer. Page 4

   b. Approval of FY 2002 third and fourth quarter budget for Quartz Mountain Arts and Conference Center. Page 5


7. Master Lease Purchase Program. Approval of the first series FY 2002 bond projects. Page 8
ACADEMIC

8. **Student Retention.** Acceptance of the final report from the Oklahoma Higher Education Task Force on Student Retention.  Page 14

9. **Policy, System.** “Policy Statement on Admission to, Retention In, and Transfer Among Colleges and Universities of the State System.” Approval of a one-year extension of the Applied Biology/Chemistry pilot.  Page 21

10. **New Programs.**
    a. Oklahoma State University. Approval of request to offer the Master of Science in Educational Leadership Studies and Master of Science in Leisure Studies.  Page 24
    b. Oklahoma State University Technical Branch-Oklahoma City. Approval of request to offer the Associate in Applied Science in Turfgrass Management.  Page 32

11. **Programs, Electronic Delivery.**
    a. Southeastern Oklahoma State University. Approval of request to offer the Bachelor of Business Administration in Management, Bachelor of Arts in Criminal Justice, Bachelor of Science in Computer Science, Bachelor of Science in Computer Information Systems, Bachelor of Science in Elementary Education, Master of Business Administration, Master of Education in Elementary Education, Master of Education in School Administration, and Master of Education via electronic media.  Page 36
    b. Tulsa Community College. Approval of request to offer the Associate in Arts in Liberal Arts, Associate in Applied Science in Child Development and Family Relations, and Certificate in Child Development via electronic media.  Page 40

12. **Program Deletion.** Approval of requests from Murray State College and the University of Central Oklahoma.  Page 43

STUDENT SERVICES,
SYSTEM ADVANCEMENT AND ECONOMIC DEVELOPMENT

13. **Policy.**
    a. Academic Scholars Program.
       (1) Approval of additional amendments relating to academic requirements for institutional nominees.  Page 44
       (2) Posting of additional amendments relating to minimum academic requirements for institutional nominees and approval of institutional nominees for 2002-03.  Page 56
b. Heartland Scholarship Program. Approval of amendments modifying the scholarship payment process. Page 67

c. Tulsa Reconciliation Scholarship. Approval of rules for the new scholarship program. Page 74


ACCOUNTABILITY


17. Oklahoma High School Student Performance. Acceptance of High School Indicators Reports. Page 89

   a. High School to college-going rates.

   b. Headcount, semester hours and grade point average.

EXECUTIVE

18. Item Deleted.


21. Executive Session. Page 100


   b. Executive Session

   c. Return to open session and possible action with respect to the lawsuit.
22. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.

   a. Programs.
      
      (1) Approval of institutional requests for program modifications.  Page 101
      
      (2) Ratification of institutional requests for program suspension.  Page 104
      
      (3) Ratification of requests for final program approvals for the University of Science and Arts of Oklahoma and Eastern Oklahoma State College and ratification of extension for Oklahoma City Community College.  Page 106
      
   b. Cooperative Agreements.  Ratification of approved institutional requests for cooperative agreements.  Page 110
      
   c. Capital.  Ratification of capital allotments.  Page 112
      
   d. Supplemental Allocations.  Ratification of supplemental E&G Budget allocations.  Page 116
      
   e. Endowment.  Approval of endowment distribution for the OUHSC Brumback Family Professorship in Pathology.  Page 119
      
   f. Grants.  Approval of Minority Teacher Recruitment Center awards for the Collegiate Partnership and Teaching Conference Grants.  Page 120
      
   g. Scholarships.  Ratification of awards for:
      
      (1) Chiropractic Education Assistance Scholarships.  Page 123
      
      (2) Smith Cogeneration Scholarship.  Page 125
      
      (3) Renee Neuwald Scholarship.  Page 126
      
   h. Administrative Procedures Act.
      
      (1) Final approval to revised rules for the Professional Degree Assistance Grant and continuation of rule revocation process.  Page 127
      
      (2) Final approval and adoption of permanent rules for the Teacher Shortage Employment Incentive Program (TSEIP)  Page 129
      
   i. Agency Operations.
      
      (1) Ratification of agency purchases over $25,000.  Page 134
j  Contract/Agreement.

(2) Approval of changes in agency operations, FY 02.  Page 138

(1) Approval of contract with Office of State Finance for services.  Page 142

(2) Ratification of contract with NCHEMS for continued service on performance funding initiative.  Page 144

(3) Ratification of agreement with University of Oklahoma for housing of the Regents Training Center.  Page 146

(4) Ratification of agreement with University of Oklahoma for space and equipment for EPSCoR offices.  Page 167

k. Regents Education Program.  Ratification of offerings for REP credit.  Page 171

l. Resolution.  Ratification of resolution of commendation to State System employee.  Page 173

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


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

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

29. Announcement of Next Regular Meeting--9 a.m., Thursday, April 4, 2001, at State Regents' office.

30. Adjournment.
23. Reports.

a. Programs. Status report on program requests. Page 175


e. OHLAP Year-end Report. Page 186

AGENDA ITEM #4-a:

Educational and General Budgets

SUBJECT: Approval of revised E&G budgets for FY 2002

RECOMMENDATION:

It is recommended that the State Regents approve revised budgets to the institutions and programs in the state system as a result of state-mandated budget reductions and fulfillment of conditions established at the meeting of May 25, 2001.

BACKGROUND:

In response to the declaration of a revenue shortfall by the Office of State Finance for the current fiscal year, the Chancellor on January 4, 2002, notified institutional presidents that in accordance with 70 O.S. Supp., §3903(g), institutional allotments of state appropriations would be reduced by an annualized 1.056773 percent for the third and fourth quarters of the fiscal year. The letter required submission of budget revisions reflecting the reduced allotment for State Regents’ approval.

POLICY ISSUES:

The recommendation is consistent with Regents’ policy and actions.

ANALYSIS:

Institutions. Reductions in allotments to institutional budgets total $8,373,379, including both operating budget base and one-time grant funds approved by the State Regents for the current year. The bulk of the reductions are borne by the personnel budgets, with unfilled faculty and staff positions totaling $4.1 million. Five institutions have reduced the number of adjunct faculty to be hired in the spring semester to save approximately $104,000. Nineteen institutions are deferring equipment expenditures to save $1.3 million. Reductions in supplies, budgeted utility costs and other operating costs total $2.4 million. Travel budgets have been cut by $257,000 and library budgets by $156,687. Two institutions will increase the amounts for budgeted reserves, although the amount is only $235,000.

Cameron University has cancelled searches for six faculty positions and several others are evaluating similar actions. Three institutions have implemented general purchasing freezes, also.
Special Programs and Scholarships. A high priority in the assignment of program reductions was fulfillment of commitments to students for scholarships, and this proposal achieves that objective thanks to the forward funding cash flow in the summer academies program. Cash on hand in the summer academies program is sufficient to ensure funding for the proposals approved for the coming summer. By reducing that program’s allotment by 38 percent, or $572,661, sufficient savings are generated to spare the scholarship programs. The number of awards for the summer academies program for the summer of 2003 is uncertain at this point, but will be evaluated in the context of funding for FY03. Brain Gain, Student Preparation and the Scholar-Leadership Enrichment Program will see the standard 1.056773 percent reduction.

Also spared any reductions are several other programs: Obligations for administrative expenses for the master lease program will fully reach the $50,000 allocated. The allocation for the private universities that participate in the Teacher Residency program was paid early in the fall semester. The obligation to the Oklahoma Capital Improvement Authority for debt retirement can not be reduced. State Regents have already approved establishment of endowment accounts for the full $11 million in the endowed chairs program and establishment of the next increment of the Langston endowment. Reductions in the economic development program and some of the reductions in Quality Initiative Grants and Research Matching funds are also shown at the campus level.

The State Regents’ administrative budget will see the same reduction as the institutions’ operating budget, but because of cash flow delays in the federal e-rate program, no reduction in state appropriations is recommended for OneNet at this time.

This item also addresses several items with budget revision implications related to the original FY02 allocation approval at the May 25 meeting.

Langston University. Regents’ approved an allocation of $400,000 for transition costs, contingent upon submission of a transition plan for the establishment of a branch campus in Tulsa. Langston has indicated that the $400,000 is needed to fund several academic administrative positions, a provost, already hired, and personnel in the records and counseling areas. Regents also approved the allocation of $500,000 as the third increment of the $6.5 million funding obligation for the statewide plan. To date, Regents have allocated a total of $1,450,000 for the plan. The Langston has committed $700,000 to $750,000 per year for the Oklahoma City campus. Another $200,000 has gone to implement the physical therapy program, although a total of $950,000 will be needed for full implementation. The final $500,000 is earmarked for urban education. Curriculum development is underway; in the interim, the allocation would provide general program support at both urban campuses. Regents’ consent to release the allocation is consistent with the efforts of the A&M Board to further the transition at the Greenwood campus.

Panhandle. Allocation of the increased operating funds for Panhandle was contingent upon submission and approval of an action plan to achieve teacher education program accreditation. Regents’ approved the plan at the meeting of October 26, 2001. Also at the May meeting Regents approved an advance of up to $750,000 to match a private gift from the Noble Foundation for the OPSU student center. This advance would be paid back from funding from
the 2000 Legislature’s bond issue, held up by administrative delays but expected to be resolved within the next several months. It is recommended that Regents approve the release of these funds, contingent upon availability of cash.

OU Technology Transfer office. Regents’ action withheld allotment of $400,000 from both OU and OSU pending receipt of an update on the technology transfer activities and organizations. OU has submitted the information, and it is recommended that the funding be released. Submission of information from OSU is still pending.

Southeastern Oklahoma State University. The attached schedule annualizes $600,000 in grant support to Southeastern relating to the accreditation of the business school by American Assembly of Collegiate Schools of Business (AACSB). The accreditation consultant has recommended annualization of the one-time allocations to demonstrate permanent availability of support for the faculty upgrade, library and other investments that will be required for accreditation and to satisfy the conditions of the donor. This action is consistent with recent Regents’ action regarding the geriatrics program at the OU Health Sciences Center, which also linked an increase in state appropriations program support to the establishment of multiple endowed chairs.
AGENDA ITEM #4-b:

SUBJECT:

Supplemental Appropriation – FY02

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to request a supplemental appropriation of $14 million for FY2002 to address the projected shortfall of revenue in the higher education revolving funds supported by the gross production tax and $480,390 for Quartz Mountain Arts and Conference Center.

BACKGROUND:

In addition to the projected revenue shortfall in the General Revenue Fund, the Office of State Finance also projects a shortfall in two higher education revolving funds of $14 million. Gross production tax revenues support these revolving funds, labeled “Capital Revolving Fund” and “Tuition Scholarship Revolving Fund.” The revenues are used for general operations throughout the state system, according to legislative direction, not exclusively for capital projects and scholarships.

In addition, the amount of funding designated for transfer from the Department of Tourism to the State Regents to support Quartz Mountain is insufficient to operate the facility. Additional funding in the amount of $480,406 is needed.

POLICY ISSUES:

None.

ANALYSIS:

The attached table shows that as a result of appropriation amendments in House Bill No. 1570, higher education’s budget this year is heavily dependent on receipt of gross production tax revenues; approximately 10.2 percent comes from this source.

Unless the legislature addresses this shortfall, higher education will take the largest budget reduction this year: 2.5 percent compared to one percent for most agencies. The Governor’s budget recommendations to the 2002 Legislature support the essence of this request.

Agenda item #5-a details the insufficiency of available funding for the Quartz Mountain Center to be transferred from the Department of Tourism. Without supplemental funding from the Legislature, the Center will have no funding for an executive director or other administration costs and will be unable to address the major maintenance issues known at this time. Most
pressing is the replacement of the sewer lift station and the deterioration of the Performing Arts Hall parking lot.
Here's the table text as per the image:

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Forecast</th>
<th>Source of Rev</th>
<th>Action</th>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2024</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2025</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source of Revenue: Federal, State, Local*
WHEREAS, the Oklahoma Legislature appropriated $860.5 million to higher education for FY 02 operations; and,

WHEREAS, our state leaders have consistently increased state appropriations for higher education recognizing the importance of developing Oklahomans' human resources and increasing the number of college graduates in the state of Oklahoma; and,

WHEREAS, severe higher education budget cuts during the revenue failures of the 1980's had long-lasting effects beyond the economic downturn which impaired campus offerings, operations, and competitiveness; and,

WHEREAS, the steady commitment of state leaders to higher education is recognized nationally with Oklahoma being only one of three states with improved state tax funds for higher education per $1,000 of personal income during the 1996-1999 period; and,

WHEREAS, Oklahoma higher education has been good stewards of public funding, operating at administrative cost levels significantly below the national average, eliminating 75% of low enrollment and low priority programs, leveraging state research and endowed dollars to invest millions of private and federal dollars, and producing more college graduates who stay in Oklahoma and contribute to greater per capita earnings; and,

WHEREAS, enrollment in Oklahoma higher education is increasing, demands on higher education are growing, and more higher education offerings and services are needed to produce more college graduates needed for a competitive Oklahoma economy; and,

WHEREAS, even with the steady commitment of current leaders, previous underfunding and cuts have not been fully overcome — Per college student funding in Oklahoma is $10,096 compared to $13,028 per college student at peer institutions.

NOW, THEREFORE, BE IT RESOLVED, by the Oklahoma State Regents for Higher Education in a meeting on February 7, 2002, that the Governor and Legislature be commended for their commitment to maintain funding levels for higher education.

______________________________
Be Clark, Secretary

______________________________
Joe Meyer, Chairman

Hereby certify that the above is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education on February 7, 2002.

______________________________
Anna Bitach, Chancellor
AGENDA ITEM #5-a:

Quartz Mountain Center

SUBJECT:  Acceptance of report from the State Auditor and Inspector and allocation of funds to Quartz Mountain Arts and Conference Center.

RECOMMENDATION:

It is recommended that the State Regents accept the transfer of funds from the Oklahoma Department of Tourism and Recreation, as determined by the State Auditor and Inspector, and allocate the same to the Quartz Mountain Center Board of Trustees.

BACKGROUND:

Effective January 1, 2002, all Quartz Mountain Center property and personnel was transferred to the Quartz Mountain Center Board, pursuant to Senate Bill 567. Most, if not all, contractual obligations have been formally assumed by the Quartz Mountain Center Board; the rest transferred by operation of law.

Senate Bill 567 also required the State Auditor and Inspector to determine the amount of funds from available budgetary resources for the Quartz Mountain Center, including any appropriated funds, revolving funds, or sinking funds, that should be transferred on January 1, 2002, from the Oklahoma Tourism and Recreation Department to the Regents to continue operations of the Quartz Mountain Center for the fiscal year ending June 30, 2002.

Following the State Auditor and Inspector’s determination, the Director of the Office of State Finance “is authorized and directed to coordinate and administer the funds transfer.” Because the State Regents have established appropriate funds and accounts for the Center, the transferred funds will be deposited to the Center’s account. Pursuant to the bill, the Center Board of Trustees has “the direct supervision management and control” of those funds.

POLICY ISSUES:

The actions contemplated in this recommendation are required by Senate Bill 567 and are consistent with State Regents’ policies regarding allocation of funds to constituent entities within The Oklahoma State System of Higher Education.
ANALYSIS:

The letter from State Auditor and Inspector Clifton Scott stating the final determined amount of the transfer of appropriated funds for the remainder of this fiscal year to the Center will be $940,264 is attached.

State Regents’ staff estimated that $1,450,000 in appropriations was needed for the remainder of this fiscal year for operation of the Center and related Board and administrative functions. The original request made by State Regents’ staff for transfer of funds from Tourism was $1,200,000, an amount derived in conjunction with the State Auditor’s staff as the level of Tourism’s funding attributable to the Quartz Mountain operations. The funding level actually received ($940,000) is inadequate to maintain operations at their current level.

The State Auditor’s letter does acknowledge the Chancellor’s position that the transfer amount of $940,264 is not representative of the funds necessary to operate the Center. The State Auditor states that he supports the need for a supplemental appropriation. The Chancellor and staff, while supporting the Center’s effort to seek a supplemental appropriation, have consistently taken the position that no higher education funds will be diverted to make up the deficit.

State Regents’ staff will continue to evaluate the Center’s fiscal outcome and will continue to work with the Center’s Board to establish an operational plan for both the remainder of this fiscal year and for the future. Operations cannot be maintained at their current level, even for a short duration of time, without the continued assistance of both Tourism and State Regents’ staff. In addition, staff will work with the Center Board in evaluating the potential outcome for their funding for FY 2003.

Attached, in addition to the State Auditor’s letter, is a schedule that reflects the level of funding received and the need for a supplemental request of $480,000.
Mr. Tom Daxon, Director of State Finance  
The Honorable Larry Adair, Speaker of the House of Representatives  
The Honorable Stratton Taylor, President Pro Tempore of the Senate  
Dr. Hans Brisch, Chancellor of the Oklahoma State Regents for Higher Education  
Ms. Jane Jayroe, Executive Director of the Oklahoma Tourism and Recreation Department

Pursuant to Senate Bill 567, the Legislature required the State Auditor and Inspector to determine the amount of funds from available budgetary resources for Quartz Mountain, including any appropriated funds, revolving funds, or sinking funds, that should be transferred on January 1, 2002, from the Oklahoma Tourism and Recreation Department (Tourism) to the State Regents for Higher Education (Regents) to continue operation of Quartz Mountain for the fiscal year ending June 30, 2002. It should be noted the January 1, 2002 transfer date was extended to January 31, 2002 upon mutual agreement of both agencies. The main issue of the transfer is as noted below:

- **Issue 1 – Determine the amount of fiscal year 2002 appropriations to be transferred to the State Regents for Higher Education for the continued operation of the Quartz Mountain golf course, state park, and resort.**

Based on analysis performed on information provided by Tourism, $88,828.37 shall be transferred for the golf course, $288,851.06 shall be transferred for the state park and $287,931.29 shall be transferred for the resort plus an OGIA bond payment of $318,984.50. The total transfer amount from fiscal year 2002 appropriations as of December 31, 2001 shall be $864,595.22. Of this amount $24,331.00 should be transferred to the State Auditor and Inspector to cover the cost of performing this review as provided by SB 567. The remaining balance of $840,264.22 should be transferred to the Oklahoma State Regents for Higher Education.

The transfer amounts above are not representative of the funds necessary to operate the facilities at Quartz Mountain. The Regents have estimated $5,141,000.00 is necessary for operating expenditures, $500,000.00 for capital maintenance as well as anticipating a $814,890.00 budget deficit. We support the Regents desire to request a supplemental appropriation to meet its immediate concerns, specifically capital maintenance, in order to operate the lodge and other facilities.
In addition, the transfer mentioned above will impact the ongoing operations of Tourism. Tourism has estimated that $251,130.00 is needed to supplement its current needs. We concur based on our prior audit, issued April 2, 2001, that Tourism’s funding is not sufficient to meet its capital maintenance needs. Therefore, we support Tourism’s desire to request a supplemental appropriation.

The amounts represented above are not audited and we give no assurance as to the accuracy of the representations made by the management of the Oklahoma Tourism and Recreation Department and the Oklahoma State Regents for Higher Education.

Sincerely,

[Signature]

CLIFTON H. SCOTT
State Auditor and Inspector

cc: Brenda Bolander, Office of State Finance
    Senator Dave Herbert
    Senator Robert M. Kerr
    Representative Kenneth Com
    Representative Jack Bonny
    Representative David B. Braddock
AGENDA ITEM #5-b:

Quartz Mountain Arts and Conference Center

SUBJECT: Approval operating budget for third and fourth quarters FY2002

RECOMMENDATION:

It is recommended that the State Regents ratify the approval of an operating budget for the last two quarters of FY2002 for the Quartz Mountain Arts and Conference Center.

BACKGROUND:

Effective January 1, 2002, all Quartz Mountain Center property and personnel was transferred to the Quartz Mountain Center Board, pursuant to Senate Bill 567. Most, if not all, contractual obligations have been formally assumed by the Quartz Mountain Center Board; the rest transferred by operation of law.

Senate Bill 567 also required the State Auditor and Inspector to determine the amount of funds from available budgetary resources for the Quartz Mountain Center, including any appropriated funds, revolving funds, or sinking funds, that should be transferred on January 1, 2002, from the Oklahoma Tourism and Recreation Department to the Regents to continue operations of the Quartz Mountain Center for the fiscal year ending June 30, 2002.

POLICY ISSUES:

This action is consistent with State Regents’ policies regarding allocation of funds to constituent entities within The Oklahoma State System of Higher Education.

ANALYSIS:

The operations budget for Quartz Mountain Arts and Conference Center is comprised of: (1) the Quartz Mountain State Park, (2) the Quartz Mountain Golf Course, and (3) the Quartz Mountain Resort Operations. These three components require a budget within the State System to continue operations during the remainder of the fiscal year 2002.

Until such time as the Quartz Mountain Board can prepare a formal budget for State Regents’ approval, an interim budget that mirrors the first two quarters of FY2002, developed by the
Oklahoma Tourism and Recreation Department, is submitted for ratification for the last two quarters of the fiscal year. This budget will allow for meeting the payroll obligations and to.
continue minimal facility operating expenses until a formal recommendation is made. The budgeted figures are summarized in the following schedule.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
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<td>Salaries and Benefits</td>
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<tr>
<td>Professional Services</td>
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<tr>
<td>Travel</td>
<td>1,175</td>
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<tr>
<td>Rent</td>
<td>24,293</td>
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<td>Maintenance and Repair</td>
<td>21,424</td>
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<tr>
<td>Supplies and Materials</td>
<td>6,472</td>
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<tr>
<td>Safety and Security</td>
<td>600</td>
</tr>
<tr>
<td>General Operating Expenses</td>
<td>7,675</td>
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<tr>
<td>Merchandise for Resale</td>
<td>19,000</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>29,571</td>
</tr>
<tr>
<td>Office Equipment &amp; Furniture</td>
<td>2,450</td>
</tr>
<tr>
<td>Lease Purchase/Debt Service</td>
<td>26,408</td>
</tr>
</tbody>
</table>

**Total Budget Expenditures** $720,380

The source of revenue to support the budget will come from a direct transfer of funds from the Oklahoma Tourism and Recreation Department, as directed by the State Auditor’s Office. This amount has been presented in the previous agenda item. State Regents’ staff are continuing to provide administrative support as needed on an interim basis.
AGENDA ITEM #6:

Research Matching Program

SUBJECT: Ratification of Allocation to Institutions

RECOMMENDATION:

It is recommended that the State Regents ratify an allocation of matching funds to the University of Oklahoma Health Sciences Center in the amount of $78,686 for Year 1 of the National Institutes of Health IdeA Award for the Oklahoma Bioinformatics Research Infrastructure Network (BRIN).

BACKGROUND:

For FY 2002, the State Regents approved an allocation of approximately $4.5 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 and those of comparable federal programs. The IdeA program at NIH is the counterpart to the NSF EPSCoR program.

POLICY ISSUES:

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

ANALYSIS:

The Oklahoma BRIN will comprise five graduate and three undergraduate institutions: the University of Oklahoma (Norman), the University of Oklahoma Health Sciences Center, the Oklahoma Medical Research Foundation, Oklahoma State University and The University of Tulsa will comprise the graduate component of the BRIN and Langston University, Northeastern Oklahoma State University and Southwestern Oklahoma State University will comprise the undergraduate component of the BRIN.

The objective of the BRIN is to build capacity for conducting biomedical research in Oklahoma by increasing the number of NIH-funded investigators and the success rate for NIH applications from Oklahoma institutions. To accomplish this goal, the BRIN will target three major initiatives that will provide an alliance between Oklahoma’s graduate and undergraduate institutions, provide a network of biomedical scientists in Oklahoma and a foundation for recruiting new biomedical scientists to the state. These initiatives are the Oklahoma Microarray Network, the
supporting Bioinformatics Core and a major equipment purchase for Oklahoma’s Neuroimaging Facility. The total matching funds to be provided by the State Regents are $327,000. This allocation of $78,686 is for Year 1 of a three-year project. The total amount of the federal award received from NIH is $6.3m over three years.
AGENDA ITEM #7:

SUBJECT:

Master Lease Purchase Program

RECOMMENDATION:

It is recommended that the State Regents authorize submission to the Bond Oversight Commissions of the first 2002 series of institutional project agreements and approve the use of the Master Lease Purchase Program. The total projects from four entities amount to approximately $9.3 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 values 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 first series for FY2002 includes four system institutions with an estimated total of approximately $9.3 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 April issue.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Amount to be Financed in April Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oklahoma State University</td>
<td>$ 200,000</td>
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<tr>
<td>Southeastern Oklahoma State University</td>
<td>$ 200,000</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>$ 5,439,860</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>$ 3,478,640</td>
</tr>
<tr>
<td><strong>Total for April Issue</strong></td>
<td><strong>$9,318,500.00</strong></td>
</tr>
</tbody>
</table>
### Oklahoma State Regents for Higher Education

**Master Lease-Purchase Detailed Listing**

**Fiscal Year 2002**

| Item # | State Regents' Campus Master Plan Project # | Description—Be Specific (i.e., size, model, series) | Estimated Cost | Estimated Date Funding Needed mm/dd | Estimated Useful Life in Years | Estimated Replacement Strategy Life* in Years | Will a Third Party Benefit Economically by use of this Equipment (i.e. Taxable Third Party such as For-Profit Entity) | Point of Contact (Name and Phone Number) | Remarks | Source of Repayment |
|--------|---------------------------------------------|---------------------------------------------------|----------------|-------------------------------------|-------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------|--------------------------------|-------------------|
| 1      | Network infrastructure upgrades             | $411,155                                          | 4/1/02         | 5 Years                             | 6 Years                       | No                                           | Chris Kuhntzky, 325-6161                                                          | Hardware, software, and implementation costs associated with network infrastructure upgrades | Information Technology Revenues |
| 2      | Network infrastructure upgrades             | $1,228,702                                        | 4/1/02         | 3 Years                             | 3 Years                       | No                                           | Chris Kuhntzky, 325-6161                                                          | Hardware, software, maintenance, and implementation costs associated with network infrastructure upgrades | Information Technology Revenues |
| 3      |                                             |                                                   |                |                                     |                               |                                               |                                                                                  |                                                                                   |                                 |
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| 15     |                                             |                                                   |                |                                     |                               |                                               |                                                                                  |                                                                                   |                                 |
| **Total** (Subtotal if multiple sheets) | **$5,639,860** | **4/1/02** | **5 Years** | **6 Years** | **No** | **Chris Kuhntzky, 325-6161** | **Hardware, software, and implementation costs associated with network infrastructure upgrades** | **Information Technology Revenues** | **$5,639,860** | **Information Technology Revenues** |

* 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 egstd@ou.edu or by fax to 405-624-9230.
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Total (Subtotal if multiple sheets) $200,000

* If the requested capital lease item is part of an ongoing replacement program within the institution, provide how often such equipment is replaced.
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
MASTER LEASE-PURCHASE DETAILED LISTING
Fiscal Year 2002

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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 sgord@cash.edu or by fax to 405-225-2230.
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Please return your survey to sgold@osrhe.edu or by fax to 405-225-9230.
AGENDA ITEM #8:

Oklahoma Higher Education Task Force on Student Retention.

SUBJECT: Acceptance of the report and approval of Task Force recommendations.

RECOMMENDATION:

It is recommended that the State Regents accept the report and approve the recommendations of the Oklahoma Higher Education Task Force on Student Retention.

BACKGROUND:

In January 1999, the State Regents initiated Brain Gain 2010: Building Oklahoma Through Intellectual Power, a comprehensive plan to increase the proportion of Oklahoma’s population with a college degree from 25 percent to 38 percent by 2010. As another step toward meeting the goals prescribed in Brain Gain 2010, the State Regents established the Oklahoma Higher Education Task Force on Student Retention. Task Force membership consists of a broad-based group of educators, including academic and student service leaders, faculty, advisors, and students. The Task Force represents a collaborative effort of Oklahoma’s public and private institutions to improve student retention and increase graduation rates. The Task Force was charged with reviewing Oklahoma and national data on student attrition; identifying factors that contribute to student persistence in college; and recommending specific initiatives to increase student retention and graduation.

The Task Force held a statewide conference in November 2001 to increase awareness of the importance of student retention and graduation, examine current barriers to student persistence and degree completion, and present both national and local initiatives which have resulted in higher student retention and graduation rates. Conference attendance and institutional representation included over 330 individuals representing 27 public institutions, 6 private institutions, the State Department of Education, and the Oklahoma Student Government Association.

The Task Force presents its report on student retention, including specific initiatives and recommendations to increase student retention and graduation in Oklahoma.

POLICY ISSUES:

Task Force activity is consistent with the State Regents’ Brain Gain 2010 strategies to enhance student preparation for college and improve student success rates.
ANALYSIS:

The Task Force report compares Oklahoma’s student retention and graduation data to national performance, illustrates statewide initiatives to improve student preparation, identifies potential barriers to student retention and graduation, and describes both national best practices and institutional efforts to improve retention on individual campuses. The report also presents recommendations that are systemwide in scope and reflect careful consideration of recent research, most notably that of Dr. Clifford Adelman, Senior Research Analyst for the Office of Educational Research and Improvement. Dr. Adelman is widely recognized for his research on student enrollment patterns, assessment, remedial education, and persistence. Among his latest works is *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor’s Degree Attainment*, a study of the most significant factors determining completion of four-year degrees.

Oklahoma and National Data

Appendix C of the report provides persistence and graduation rate tables that reflect data both within the institution and within the state. Highlights of fall 1998 cohort data from the Unitized Data System and national data from the Consortium for Student Retention Data Exchange (CSRDE) and ACT include:

- 79.9 percent of freshmen who began their higher education studies at an Oklahoma public college or university persisted to the second year at Oklahoma’s comprehensive universities, compared to 80.0 percent of freshmen persisting to their second year at Public Research II institutions;
- 67.1 percent continued to the second year at Oklahoma’s public regional universities, compared to 76.1 percent continuing to their second year at Public Master’s I institutions; and
- 59.8 percent persisted to the second year at Oklahoma’s public two-year colleges, whereas 52.0 percent persisted to their second year at two-year colleges nationally.

Graduation rates of first-time, full-time freshmen show that Oklahoma students continue to drop out in significant numbers after the freshman year. Comprehensive university graduation rates for the 1994 cohort in Oklahoma are 49.7 percent, compared to more than 55 percent nationally. Regional university graduation rates for the 1994 cohort in Oklahoma are 29.3 percent, compared to about 44 percent nationally. Graduation rates of public two-year colleges for the 1996 cohort in Oklahoma are 17.6 percent, which is slightly above half of the national rate of approximately 32 percent.

Potential Barriers to Student Retention

Although some barriers to student retention and graduation are unique to individual institutions, the Task Force identified five major categories of potential barriers: financial (ability to pay),
academic, social/emotional/personal, student services/enrollment/advising, and future expectations/jobs. Each of these categories of barriers is subdivided into two sub-categories: student characteristics and institutional characteristics. A matrix of all identified potential barriers is presented in Appendix D of the report.

Studying the operation and success of best practice programs within and outside Oklahoma has been a key Task Force activity. The Task Force report cites five national student retention programs that were recognized through Noel-Levitz Retention Excellence Awards and CSRDE Effective Retention Program Awards. These nationally recognized programs serve as models for future institutional efforts to increase student retention; however, it is increasingly clear that programs like these are expensive to initiate and maintain. Although the 1999 Brain Gain 2010 initiative identified similar programs to increase student retention and graduation, to date, no money has been allocated to fund them.

The Task Force also determined that many Oklahoma institutions, both public and private, have developed a variety of common initiatives to improve student retention and graduation rates. While not comprehensive, the following represents the variety and breadth of current institutional retention efforts:

- Institutional retention task forces. A select group of institutional leaders including faculty, students, and administrators study student retention issues and explore and recommend programs for improving retention on their respective campuses.

- Required freshman orientation courses. These courses are designed to increase the level of interaction between students and faculty (academic integration) and among first-year students (social integration).

- Computer multimedia resource centers. Multimedia resource centers provide students with computer assisted learning software for instructional and tutorial purposes.

- Early alert systems for absences or poor academic performance. These systems track student attendance and academic performance to alert faculty and administrators so they may offer assistance. Examples include mid-term grade reports for freshmen and monitoring freshman attendance.

- Flexible course scheduling. Flexible scheduling includes offering courses at a variety of times and in a variety of settings to accommodate students with non-traditional schedules. Course times may vary from the traditional 8:30 a.m. Monday, Wednesday, and Fridays classes to intensive weekend classes and three-hour Saturday classes.

- Mandatory academic advisement. Students are required to consult with their academic advisors prior to completing the enrollment process to ensure their proposed schedules conform to the requirements of their respective degree plans and educational objectives. Proper course sequencing helps to save money by ensuring all courses meet a requirement within the student’s degree plan. Additionally, academic advisement allows
students to develop a rapport with an institutional professional who can serve as a source of information to smooth the transition to college life.

- Initiatives to increase faculty/student interaction inside and outside of the classroom. These initiatives include, but are not limited to, faculty residency fellows who live in the student residence halls, first-year seminars taught by tenured faculty, and faculty mentoring programs where first-year students can work for tenured faculty on research projects.

- Peer tutoring. Peer tutoring provides students with academic support from fellow students who have taken courses in the subject in which they require assistance. Peer tutoring allows students to develop a sense that they are immersed in a learning community where their colleagues, as well as faculty, are sources of academic support.

- Fast track academic programs. These programs allow students to accelerate the completion of a degree program by taking sequences of intensive courses, instead of traditional courses meeting for an entire semester.

A matrix of common retention initiatives across Oklahoma institutions is provided in Appendix E of the report.

Task Force Recommendations

In fulfilling its final charge as assigned by the State Regents, the Task Force recommends the following initiatives to increase student retention and graduation. The recommendations presented below are abbreviated; unabridged recommendations are available in the report.

1. Focus on Persistence to Completion

- The Task Force recommends that to the extent possible, retention data should follow the student across institutions to gain an accurate picture of persistence and completion. Consequently, measures of persistence and completion should be based on data within the state, and not just within the institution.

- A more realistic time frame should be used to track students to degree completion. Current research suggests a ten-year time span for baccalaureate degree student tracking.

- Students enrolled in remedial classes should not be included in tracking efforts until they advance to college-level courses.

- Measures of completion should reflect student goals. Students who take courses to complete a certificate program should not be counted as dropouts, because a degree was not completed.
2. **Improve Student Preparation for College**

   - Current research indicates that the single most important predictor of student academic success is the intensity and quality of a student’s secondary school curriculum.
   - The State Regents should increase dissemination of information showing that students who enroll in the State Regents’ recommended high school core curriculum succeed at higher rates in college.

3. **Explore Collaboration Between Secondary Schools and Higher Education**

   - Institutions should explore collaboration with secondary schools to enhance student preparation for college.

4. **Public Recognition of Individual Oklahoma High Schools Showing Improvement**

   - The State Regents should continue to annually recognize individual Oklahoma high schools with higher average ACT scores and superior or improved high school-to-college-going rates, as evidenced by immediate entry into institutions of higher education and low college remediation rates.
   - The State Regents should more broadly disseminate the High School to College-Going Rate Indicators Reports.

5. **Presidential Leadership**

   - The Task Force believes that presidential leadership is crucial to the improvement of student retention and graduation rates. Student retention should be at or near the top of every president’s agenda.

6. **Quality Initiative Grants For Innovative Institutional Proposals to Increase Student Retention**

   - The State Regents should issue a call for innovative proposals for improving student retention and graduation rates that are applicable to other institutions.
   - The State Regents should award Quality Initiative Grants through a competitive process to fund pilot projects showing promise for improving student persistence.

7. **Endorse *Brain Gain 2010* Goals and Recommend Adequate Financial Support to Achieve Those Goals**

   - The Task Force endorses *Brain Gain 2010* and encourages the State Regents and colleges and universities to pursue its recommended initiatives.
The Task Force recognizes that programs and activities that result in increased student retention cost money, and encourages the legislature and the State Regents to provide adequate one-time and on-going funds to support such expenditures.

8. **More Institution-based Research**

- Institutions should perform statistically valid surveys that follow students throughout their academic careers, differentiating between full-time and part-time students and transfer students.

- Institutions should determine the educational goals of entering students and whether such goals are being met.

9. **Encourage Institutions to Use National Research Information to Assess Institutional Effectiveness**

- Institutions should use national research information to tailor their initiatives to identify at-risk students, improve the delivery of student services, and connect students with campus resources and activities.

10. **Faculty Development**

- Institutions should provide faculty development programs to introduce new instructional skills and approaches and to enhance faculty understanding of their role in promoting student connectedness to the institution.

11. **Statewide Conference to Raise Awareness about Student Retention**

- The State Regents should hold statewide conferences on student retention and graduation every other year. These conferences should be headlined by prominent national experts to facilitate discussion of ideas for improving student retention within the state.

12. **Develop an Institutional Inventory of Barriers to Retention**

- Institutions should use the matrix of potential barriers to student retention (Appendix D of the report) as a model for developing an inventory of the unique set of barriers that exist at their respective institutions.

- The inventory should then be used to develop an institutional action plan to remove the barriers.

13. **Evaluate the Attainment of Student Goals**
Institutions should survey 1) entering students to determine their goals and 2) current students to assess the degree to which the institution is helping them achieve their educational goals.

14. Examine Block Tuition as an Incentive to Enroll in More Coursework

The State Regents should examine whether block or flat tuition schedules encourage students to enroll in more credit hours and attain their educational goals more quickly.

15. Develop Institutional Early Warning Systems

Institutions should create early warning systems to increase student awareness of academic performance during the semester.

16. Evaluation and Progress Reports on Implementation of Task Force Recommendations and Results on Student Retention

The State Regents should continue monitoring student retention and graduation rates and issue public reports evaluating the progress of institutional efforts to implement Task Force recommendations.

It is important to note that ten of the 16 Task Force recommendations require direct funding for implementation. As previously mentioned, programs that assist students to stay in college require money, and many, such as the best practice Gateway Program at the University of Texas at Austin, have particularly high per-student costs. If student retention and graduation are state priorities, then adequate funding must be provided to institutions to implement programs proven to result in increased student success.

It is recommended that the State Regents accept the report and approve the Task Force recommendations.

Supplement available upon request.
AGENDA ITEM #9:

Policy, System.

SUBJECT: Biology/Chemistry

RECOMMENDATION:

It is recommended that the State Regents suspend their posting rules and approve the extension of the pilot allowing the substitution of Applied Biology/Chemistry for the science college admission requirement through the 2002-03 school year, with a reevaluation in fall 2002.

BACKGROUND:

In October 1991, the State Board of Education recommended that, for purposes of college admission, colleges and universities accept applied courses in mathematics and science in lieu of traditionally taught courses in these fields. The State Regents also were interested in developing the potential for applied courses to attract more students to mathematics and science. After State Regents’ staff consulted with advisory groups and gathered information from other states, the State Regents approved a five-year pilot study for applied mathematics beginning in fall 1992 and for two applied science courses beginning in fall 1994. In April 1997, the pilots were extended to six years, because a decision based on five years of study would come during the summer after high school students had enrolled in courses for the fall semester.

In February 2000, the Principles of Technology course was approved to continue as a substitute for a science course required for college admission, because students taking this course had comparable college performance as all freshmen. While the data indicated that the Applied Biology/Chemistry students did not generally perform as well as all freshmen, it was determined that performance was sufficient to warrant an extension. In March 2001, the State Regents discontinued the applied mathematics course as an alternative for college admission because a second review of data indicated that students taking this course did not perform as well as all freshmen.
POLICY ISSUES:

To prepare students for the rigors of college courses, the State Regents’ “Policy Statement on Admission To, Retention In, and Transfer Among Colleges and Universities of the State System” required students enrolling prior to fall 1997 to take an 11-unit high school core curriculum for college admission to programs leading to baccalaureate, associate of arts and associate of science degrees as follows: four units of English, two units of laboratory science, three units of mathematics, and two history units. Since fall 1997, students also are required to complete an additional four courses as follows: one citizenship skills unit from economics, geography, government, or non-western culture and three additional units from the previous list of courses or computer science or foreign language. Students enrolling in an associate of applied science degree program are not required to meet these curricular requirements.

For science, the Admission Policy section titled, “Requirements Regulating the Substitution of Applied Courses for the 15-Unit High School Core Curriculum Requirement” stipulates that students may substitute one year of Applied Biology/Chemistry or one year of Principles of Technology for one of the required lab science courses provided that students also complete a lab science listed in the policy. Additionally, the policy requires that the applied science teachers be certified to teach high school biology or physics depending on the course taught. The Applied Biology/Chemistry course is a pilot study that will end in spring 2002 unless the State Regents take direct action to continue based on a study of the success rates of those students entering college with applied science compared to all students.

CONCLUSION:

In order to provide high school students with sufficient notice of college admission requirements for class scheduling, it is desirable to have any change in college core course admission requirements made in early spring. However, the data for a review of students taking Applied Biology/Chemistry are not yet available. The Applied Biology/Chemistry courses that began as a pilot study in 1994 will end in spring 2002 unless the State Regents take direct action to continue allowing the substitution. Data will be available to make a decision no later than fall 2002. It is recommended that the State Regents suspend their posting rules and extend the pilot allowing the substitution of Applied Biology/Chemistry for the science college admission requirement through 2002-03.
Excerpt from the POLICY STATEMENT ON ADMISSION TO, RETENTION IN, AND TRANSFER AMONG COLLEGES AND UNIVERSITIES OF THE STATE SYSTEM

PART I: ADMISSION STANDARDS

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

The use of the applied courses to meet the high school curricular requirements is to be considered an alternative. College bound students are encouraged to take courses currently specified in the State Regents' Admission Policy. As a pilot study, the applied science courses may substitute for one of the lab science courses currently accepted as the State Regents’ high school curricular requirements for college entry under the parameters detailed below².

A. Applied Science

Principles of Technology:

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

Applied Biology/Chemistry:

Beginning fall 1994, one year of Applied Biology/Chemistry may substitute for one of the currently required lab science courses providing that students also successfully complete a lab science course listed in the State Regents’ Admission Policy. Additionally, the course in Applied Biology/Chemistry must be taught by a teacher certified or endorsed in biology who has completed the specialized training to instruct the course.

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

The pilot study will only be continued by direct action on the part of the State Regents. The success rates of those students entering college with the applied science courses will be incorporated into the review of the Admission Policy with reports specifically directed to these students' success compared to other students meeting the traditional 15-unit high school core curriculum. Should the State Regents not continue the program, a mechanism for accommodating students currently in the system will be provided.

The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid and reflective of the actual courses taken by students; anything less threatens the integrity of the academic process.

²Applied Biology/Chemistry course substitution is a pilot study beginning fall 1994 with an expiration date of spring 2002. The Principles of Technology course may be substituted as detailed in this policy.
AGENDA ITEM #10-a:

Programs.

SUBJECT: Oklahoma State University (OSU). Approval of request to offer the Master of Science in Educational Leadership Studies and Master of Science in Leisure Studies.

RECOMMENDATION:

It is recommended that the State Regents approve OSU’s request to offer the following degree programs with the stipulation that continuation of the programs will depend upon meeting the criteria established by the institution and approved by the State Regents, as detailed below.

Criteria.

• **Master of Science in Educational Leadership Studies.** Continuation beyond fall 2005 will depend upon:
  - Majors enrolled: 10 students in fall 2004
  - Graduates: 8 students in 2004-05

• **Master of Science in Leisure Studies.** Continuation beyond fall 2005 will depend upon:
  - Majors enrolled: 10 students in fall 2004
  - Graduates: 8 students in 2004-05

BACKGROUND:

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

- improving student retention and graduation rates;
- incorporating technology into learning to enhance educational opportunities;
- continuing the research initiative begun in 2000-2001;
- promoting international involvement, focusing on establishing partnerships with other countries; and
- the College of Education listed completion of reviews of all graduate programs as a priority which was the impetus for this requested action.
APRA Implementation

Since 1991-92, OSU has deleted 55 degree programs.

Program Review

OSU offers 210 degree programs (88 baccalaureate, 68 master’s-level, 42 doctoral, and 12 certificates), all of which were reviewed in the past five years with the exception of those programs receiving specialty accreditation. For programs receiving specialty accreditation, OSU aligns its program review schedule with the accreditation cycles, so that programs are reviewed when faculty are preparing for an accreditation visit. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

As the College of Education was completing reviews of all graduate programs, it became apparent that particular programs would be better offered under the structure of independent degrees rather than as options under other degrees. Two such programs are the Master of Science in Leisure Studies and the Master of Science in Educational Leadership Studies. The programs have been delivered for years either as an option under another masters degree (Master of Science in Health, Physical Education, and Recreation), or, as in the case of Educational Leadership, under two masters degrees (Master of Science in Higher Education and Master of Science in Educational Administration) that were deleted and changed to options under the Master of Science in Teaching, Learning, and Leadership in December 2000. Through the review of programs, it was found that the Master of Science in Higher Education should have had a name change rather than a deletion and change to an option. The following requests will rectify this situation and accommodate students desiring degrees in these disciplines.

Master of Science in Educational Leadership Studies

Program purpose. The purpose of this program is to prepare students for roles as educational leaders in common school and postsecondary education.

Program rationale/background. The proposed program is designed to help future educational leaders respond to the array of challenges facing education. Educational leadership programs in K-12 and higher education settings prepare students to meet leadership challenges and provide
the skills necessary to manage schools, colleges and universities through certified and non-certified positions. The program will offer options in “higher education” and “school administration.”

**Employment opportunities.** Individuals seeking employment in education, as well as professionals currently employed in education, will gain the skills necessary for opportunities in educational leadership positions. OSU officials indicate that there is a growing student interest in the “higher education” option of this program in the Tulsa area for professionals currently employed in public and private higher education institutions. OSU officials also indicate there is student interest in the “school administration” option through a grant funding further education for Native American school administrators in Stillwater and surrounding rural communities.

**Student demand.** The proposed program is expected to enroll 10 majors in fall 2004 and graduate 8 students in 2004-05. However, OSU expects higher enrollment at maturity, anticipating enrolling 12 students in fall 2005 and graduating 12 students in 2005-06.

**Duplication/Impact on existing programs.** There are no similar programs in Oklahoma.

**Curriculum.** The proposed degree program consists of 33-36 credit hours, including 6 hours in core content, 6 hours in research, 15 or 18 hours in one of two options, and 6 hours in thesis or creative component work. Students pursuing the “higher education” option will complete 15 hours of required specialized courses, while students pursuing the “school administration” option will complete 18 hours of required specialized courses. Within either option, students are required to complete three credit hours of internship. One new course is approved with the program. Attachments A (Higher Education option) and B (School Administration option) detail the proposed curriculum, and the new course is asterisked on each attachment.

**Faculty and staff.** Existing faculty from the higher education and school administration departments will teach the proposed program. Since doctorate programs are offered in these areas, faculty resources are adequate.

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

**Financing.** Since OSU currently offers doctorate programs in higher education and educational administration, the proposed program will use existing resources. No additional costs are expected.

**Master of Science in Leisure Studies**

**Program purpose.** The purpose of this program is to prepare students with the knowledge, understanding, and ability to pursue opportunities in recreation, park, and leisure studies fields.

**Program rationale/background.** Extensive review of the graduate programs by the College of Education indicated that the discipline of leisure studies has evolved into a distinct discipline beyond “recreation,” and students would be better served with an independent degree structure in
leisure studies, rather than an option under the Master of Science in Health, Physical Education, and Recreation (OSU has requested to change the name of this degree program to Master of Science in Health and Human Performance – see Program Modification agenda item). The proposed program builds upon the competencies in the Bachelor of Science in Leisure Studies at OSU and offer two options: “leisure services management” and “therapeutic recreation.”

**Employment opportunities.** Students completing the option in “leisure service management” may obtain employment in municipal parks and recreation departments, in state parks, in nonprofit human service agencies, and in college intramural/recreational sports programs as managers or directors. Students completing the option in “therapeutic recreation” will be prepared for the National Council on Therapeutic Recreation Certification, which is required for employment as professionals who plan, organize, and direct recreational activities designed to promote the health and well-being of patients in hospital and rehabilitation facilities. Employment opportunities also include directing activities for clients in community-based programs serving persons with special needs.

**Student demand.** The proposed program is expected to enroll 10 majors in fall 2004 and graduate 8 students in 2004-05. However, OSU expects more graduates at maturity, anticipating enrolling 10 students in fall 2005 and graduating 10 students in 2005-06.

**Duplication/Impact on existing programs.** There are no similar programs in the state.

**Curriculum.** The proposed degree program consists of 36 credit hours, including 6 hours in research, 9 hours in core courses, 15 hours in an option area, and 6 hours of a creative component. One new course is approved with the program. Attachment C details the proposed curriculum, and the new course is asterisked.

**Faculty and staff.** Existing faculty in Leisure Studies will teach the proposed program. OSU offers a doctorate program in this area, so faculty resources are adequate.

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

**Financing.** OSU offers a doctorate program in this area, so the proposed program will use existing resources, and no additional costs are expected.

Attachments
Detailed Description of Course Requirements

Master of Science in Educational Leadership Studies
(Emphasis in Higher Education)
33 Credits

Common Program Core (6 credits)

EDLE 5813 Leadership and Agency

**EDLE 5953 Theory and Practice in Educational Leadership**

Research and Inquiry (6 credits) to be selected from the following:
REMS 5013 Research Design and Methodology
REMS 5953 Elementary Statistical Methods in Education
SCFD 5913 Introduction to Qualitative Inquiry

Emphasis Core (15 credits)
EDLE 5973 Foundations of Higher Education
EDLE 5853 Administrative Issues in Higher Education
EDLE 6583 The College Student
EDLE 6233 Critical Issues in Higher Education
EDLE 5880 Field Studies Internship

Thesis Option (6 credits)
EDLE 5000

or

Creative Component Option Electives (6 credits) to be selected from the following:

HRAB 5203 Foundations of Adult and Continuing Education
HRAB 5213 Characteristics of Adult Learners
SCFD 5823 Institutional History of Education
SCFD 5883 Sociology of Education
SDVE 6173 Higher Education Student Personnel Administration
SDVE 6213 Higher Education Student Personnel Services

*Denotes new course
Detailed Description of Course Requirements

Master of Science in Educational Leadership Studies
(Emphasis in School Administration)
36 Credits

Common Program Core (6 credits)

EDLE 5813 Leadership and Agency
×EDLE 5953 Theory and Practice in Educational Leadership

Research and Inquiry (6 credits) to be selected from the following:

REMS 5013 Research Design and Methodology
REMS 5953 Elementary Statistical Methods in Education
SCFD 5913 Introduction to Qualitative Inquiry

Emphasis Core (18 credits)

EDLE 5253 Principalship
EDLE 5723 School Law
EDLE 6333 Public School Finance
EDLE 5633 Community Education
EDLE 5473 Supervision of Instruction
EDLE 5880 Field Studies Internship

Thesis Option (6 credits)

EDLE 5000

Or

Creative Component Option Electives (6 credits) to be selected from the following:

CIED 5053 Curriculum Inquiry
CIED 5623 Multicultural and Diversity Issues in Curriculum
SCFD 5883 Educational Sociology
SPED 5633 Behavior Characteristics of Exceptional Children
SPED 5993 Diversity in Special Education
REMS 5373 Educational Measurements

* Denotes new courses
Master of Science in Leisure Studies

The purpose and focus of this Master of Science program in the College of Education is to develop mastery of knowledge, understanding and ability to apply the competencies required in recreation, park and leisure studies and to develop mastery in application of those competencies in professional settings. In addition, the Master of Science program introduces the student to research tools and methods, requiring the student to demonstrate the ability to apply those tools and methods.

Total number of hours required for degree

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of hours of research and inquiry</td>
<td>6</td>
</tr>
<tr>
<td>Number of hours of common core</td>
<td>9</td>
</tr>
<tr>
<td>Number of option hours</td>
<td>15</td>
</tr>
<tr>
<td>Number of thesis hours</td>
<td>6</td>
</tr>
<tr>
<td>Number of electives (if creative component is the culminating experience)</td>
<td>6</td>
</tr>
</tbody>
</table>

36 graduate credit hours

The Master of Science in Leisure Studies is built upon a minimum of six (6) hours in research and inquiry prior to the thesis or creative component enrollment and in addition to that enrollment. The six-hour requirement in research design and statistics is designed to build upon competencies gained at the undergraduate level and prepare the student to be a consumer of research in the discipline. In addition, all students in the program share a common core designed to achieve the goals established for the degree program.

<table>
<thead>
<tr>
<th>Research Design and Statistics (Inquiry core): (6 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>REMS 5953 Elementary Statistical Methods in Education, &lt;and&gt;</td>
</tr>
<tr>
<td>LEIS 5053 Research Design in Leisure, Health and Human Performance &lt;or&gt;</td>
</tr>
<tr>
<td>REMS 5013 Research Design and Methodology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core: (9 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEIS 5413 Organization and Administration of Leisure Services (Spring)</td>
</tr>
<tr>
<td>LEIS 5443 History and Philosophy of Leisure Services (Fall)</td>
</tr>
<tr>
<td>LEIS 5453 Social Psychology of Leisure Services (Fall)</td>
</tr>
</tbody>
</table>

Students in the Master of Science program in Leisure Studies may emphasize one of two specific program areas. These program emphasis areas match the accredited options offered at the undergraduate level and are built on the strength of the faculty serving the program. These program emphasis areas are Leisure Services Management and Therapeutic Recreation.
Program Emphasis — Therapeutic Recreation: (total of 15 credit hours)
Students complete the following required courses.
LEIS 5463  Issues in Therapeutic Recreation (every other Fall)
HHP 5023  Legal Aspects of Health, Physical Education, and Leisure (Spring)
Students select 9 of the 15 credit hours from among the following courses to form a
cognate appropriate to the program and the student’s goals. Such course selection must be approved by the advisory committee and be included on the
plan of study.
LEIS 5473  Leisure and Aging (every other Spring)
LEIS 5483  Therapeutic Recreation for Persons with Physical Disabilities (every other Fall)
LEIS 5493  Therapeutic Recreation for Emotionally Disturbed and Mentally Retarded (every other Fall)
PSY 5113  Psychopathology
CPSY 5223  Psychology of Disability
Students who select the Creative Component option will select 6 of the 15 hours of
coursework which may be taken from the remaining courses above, from the suggested
courses in this section, or other approved graduate courses at Oklahoma State University as
approved by the advisory committee.
LEIS 4903  Grant Writing and Fund Raising in Non-Profit Agencies
LEIS 4913  Managing Non-Profit Agencies
LEIS 5030  Field Problems in Leisure Studies

Program Emphasis — Leisure Services Management: (total of 15 credit hours)
Students complete the following required courses.
HHP 5023  Legal Aspects of Health, Physical Education, and Leisure (Spring)
LEIS 5433**  Current Issues in Leisure Services (**NOTE: new course, see attachment)
Students select 9 of the 15 credit hours from among the following courses to form a
cognate appropriate to the program and the student’s goals. Such course selection must be approved by the advisory committee and be included on the plan of study.
LEIS 4563  Entrepreneurial Leisure Services
LEIS 4903  Grant Writing and Fund Raising in Non-Profit Agencies
LEIS 4913  Managing Non-Profit Agencies
LEIS 4473  Recreation in the Natural Environment
LEIS 5403  Interpretive Services in Leisure (every other Spring)
GEOG 5113  Landscape Ecology
POLS 5620  Seminar in Natural Resource Policy, law, and Administration
SDEV 5333  Effective Leadership in Student Services
EPSY 5463  Psychology of Learning
EPSY 5663  Creativity for Teachers
Students who select the Creative Component option will select 6 of the 15 hours of
coursework which may be taken from the remaining courses above, from the suggested
courses in this section, or other approved graduate courses at Oklahoma State University as
approved by the advisory committee.
LEIS 5030  Field Problems in Leisure
LEIS 5473  Leisure and Aging (every other Spring)

* Denotes new courses
AGENDA ITEM #10-b:

Programs.

SUBJECT: Oklahoma State University Technical Branch – Oklahoma City (OSUTB-OKC). Approval of request to offer the Associate in Applied Science in Turfgrass Management.

RECOMMENDATION:

It is recommended that the State Regents approve OSUTB-OKC’s request to offer the Associate in Applied Science in Turfgrass Management 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 degree program will enroll 18 majors in fall 2004 and graduate 6 students in 2004-05.

BACKGROUND:

Academic Plan

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

- improving the quality of the teaching/learning process;
- continuing campus-wide program of assessment and improvement;
- continuing effort to improve faculty diversity and recruit needed faculty and staff;
- being identified as the premiere learning centered institution;
- providing resources necessary for outstanding distance learning programs;
- enhancing cooperative agreements with area career-technical schools and developing new areas of cooperative agreements; and
- developing strong linkages and partnerships with business and industry, public schools, career technology centers, social services, government agencies and other institutions.

APRA Implementation

Since 1991-92, OSUTB-OKC has deleted 26 degree programs.
Program Review

OSUTB-OKC offers 44 degree programs (23 associate in applied science, 8 associate in arts/science, and 13 certificates), all of which were reviewed in the past five years. All programs are scheduled for review during the next five-year cycle consistent with State Regents’ policy.

Program Development Process

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

POLICY ISSUES:

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

ANALYSIS:

Associate in Applied Science in Turfgrass Management

Program purpose. The purpose of this program is to prepare students for an entry-level management position in the turfgrass industry which includes maintenance of recreational and other managed grassed areas (parks, gardens, professional sports stadiums, recreational sports fields, golf courses, etc.), and home lawn and landscaped areas.

Program rationale/background. Demand for turfgrass management professionals is increasing. According to the National Golf Foundation, 524 golf courses opened or expanded facilities across the U.S. in 1999, with 87 percent of these courses open to the public, indicating broader use and a growing demand for qualified professionals in the management of grassed areas. In professional sports turf management, industry leaders say that most major stadiums have already or will soon undergo major renovations. In addition, according to a Gallup poll released in 1999, more than 21 million U.S. households spent $16.8 billion on professional landscape, lawn care, and/or tree care services in 1998. All of these industry sectors require qualified professionals.

Employment opportunities. Through this program, students will acquire the knowledge and competencies necessary for a career as a golf course superintendent, grounds manager for parks, gardens, recreational sports fields, professional sports stadium fields, and home lawn and landscape businesses. Individuals currently employed in these fields may also upgrade their education and training.

Student demand. The proposed program is expected to enroll 18 majors in fall 2004 and graduate 6 students in 2004-05.

Duplication/Impact on existing programs. No similar degree exists in Oklahoma. OSUTB-OKC, Tulsa Community College, Langston University, and Eastern Oklahoma State College
offer an associate in science degree in horticulture, and Oklahoma State University offers a bachelor of science in horticulture with an option in turf management that would support students who desire to continue their education in this field.

**Curriculum.** The proposed associate in applied science degree of 67 credit hours consists of 18 credit hours of general education requirements, 31 credit hours of technical specialty requirements, and 18 credit hours of technical support courses. Attachment A details the proposed curriculum. No new courses will be added.

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

**Support services.** The library, facilities, and equipment are adequate. OSUTB-OKC has a five-hole golf facility, a regulation soccer field, and multiple gardens to serve as learning laboratories for students in the program.

**Financing.** OSUTB-OKC already has turfgrass management courses and faculty in place to support the proposed degree program through the horticulture department. No additional funding is needed.

Attachment
OKLAHOMA STATE UNIVERSITY-OKLAHOMA CITY

PROPOSED NEW DEGREE
Turfgrass Management, Associate of Applied Science

<table>
<thead>
<tr>
<th>Technical Occupational Specialty</th>
<th>31 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRT 1013 Principles of Horticulture</td>
<td>3</td>
</tr>
<tr>
<td>HRT 1843 Irrigation and Drainage Systems</td>
<td>3</td>
</tr>
<tr>
<td>HRT 2113 Turf Management</td>
<td>3</td>
</tr>
<tr>
<td>HRT 1223 Garden Flowers</td>
<td>3</td>
</tr>
<tr>
<td>HRT 2263 Horticulture Pest Management</td>
<td>3</td>
</tr>
<tr>
<td>HRT 2222 Applied Horticulture Training</td>
<td>2*</td>
</tr>
<tr>
<td>HRT 2533 Advanced Turfgrass Management</td>
<td>3</td>
</tr>
<tr>
<td>HRT 2232 Seminar in Horticulture Occupations</td>
<td>2*</td>
</tr>
<tr>
<td>HRT 2243 Horticulture Practicum</td>
<td>3*</td>
</tr>
<tr>
<td>HRT 2313 Landscape Plant Materials I</td>
<td>3</td>
</tr>
<tr>
<td>HRT 2413 Landscape Plant Materials II</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Support and Related Courses</th>
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<tbody>
<tr>
<td>BIOL 1303 Principles of Biology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BIOL 1403 Plant Biology</td>
<td>3</td>
</tr>
<tr>
<td>BUS 2113 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 2213 Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>CIS 1503 Microcomputer Applications – MS Office</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Select 3 credit hours from the following:</td>
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</tr>
<tr>
<td>CIS 1011 Microcomputer Applications – Keyboarding</td>
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<tr>
<td>CIS 1113 Computer Concepts with Applications</td>
<td>3</td>
</tr>
<tr>
<td>TCOM 1323 Internet Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Select 6 credit hours from the following:</td>
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<tr>
<td>HRT 1163 Bilingual Horticultural Communications</td>
<td>3</td>
</tr>
<tr>
<td>HRT 1320 Technical Problems-Horticulture</td>
<td>3*</td>
</tr>
<tr>
<td>HRT 1723 Grounds Maintenance Equipment: Mechanics and Repair</td>
<td>3</td>
</tr>
<tr>
<td>HRT 2013 Maintenance of Landscape Plants</td>
<td>3</td>
</tr>
<tr>
<td>HRT 2123 Landscape Design I</td>
<td>3</td>
</tr>
<tr>
<td>HRT 2163 Plant Propagation</td>
<td>3</td>
</tr>
<tr>
<td>HRT 2233 Landscape Construction</td>
<td>3</td>
</tr>
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<table>
<thead>
<tr>
<th>General Education Courses</th>
<th>18 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1113 Freshman Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2333 Introduction to Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1493 U.S. History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1413 General College Math</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1113 American Government</td>
<td>3</td>
</tr>
<tr>
<td>SPCH 1113 Introduction to Speech Communication</td>
<td>3</td>
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</tbody>
</table>

Total to Graduate | 67 Credit Hours

*Courses require Department Head approval
AGENDA ITEM #11-a:

Electronic Delivery of Degree Programs.

SUBJECT: Southeastern Oklahoma State University (SEOSU). Approval of request to offer existing degree programs via electronic media.

RECOMMENDATION:

It is recommended that the State Regents provisionally approve SEOSU’s request to offer existing programs via electronic media as detailed below, 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. It is further recommended that SEOSU be granted an exception to the function policy in order to offer the programs out of state.

BACKGROUND:

SEOSU has been active in the use of interactive television (ITV) since the advent of OneNet, offering selected courses and programs to the higher education centers in Ardmore and Idabel and other locations. Recently, discussions with Grayson County College (GCC) in Denison, Texas have yielded an agreement between the two institutions that will lead to multiple program offerings on the GCC campus.

SEOSU requests authorization to offer nine existing programs via electronic media to the GCC campus.

POLICY ISSUES:

SEOSU offers programs via ITV to the higher education centers in Ardmore and Idabel under the State Regents’ Ardmore Higher Education Program Operating Principles and Procedures (II-3-10) and McCurtain County Higher Education Program Policies and Procedures (II-3-13). Extending programs to other locations requires approval under the State Regents’ “Policies and Procedures Pertaining to the Electronic Delivery of Courses and Programs” (II-3-8.2). The 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.

Further, the proposed offerings are consistent with the goals of the State Regents’ *Brain Gain 2010*, by increasing the number of college graduates in Oklahoma.

Additionally, offerings outside the state constitutes an exception to the State Regents’ “*Policy on Functions of Public Institutions*” (II-2-24), which authorizes only the University of Oklahoma and Oklahoma State University to offer programs outside the state, without prior State Regents’ approval.

Approval for SEOSU’s offerings at GCC will also be requested from the Texas Higher Education Coordinating Board, with SEOSU officials anticipating making the request following State Regents’ approval. Further, SEOSU will be seeking authorization through a Request for Change from the Commission on Higher Education of the North Central Association (NCA).

**ANALYSIS:**

SEOSU is responding to needs identified through interactions with GCC leaders and staff. With its close proximity to the Red River and Texas, SEOSU has seen an increasing proportion of its student population coming from that state, many of whom are residents of Denison and Grayson County. Approximately one-fifth of all SEOSU student enrollments are from Texas. The population base of the north Texas area exceeds 100,000, and SEOSU is the closest publicly supported four-year institution in the three-county area. Further, GCC represents a significant “feeder” school for baccalaureate and graduate programs. SEOSU is uniquely positioned to serve the area, and extension of the proposed programs does not represent a duplication of effort.

SEOSU’s leadership position in the area known as “Texoma” has created an opportunity to further extend the educational opportunities to students south of the Red River and promote the programs and services available from SEOSU to a large population. The Sherman/Denison area represents the north end of the North Texas Technology Corridor, and there is demand for academic programs and services that SEOSU can provide. Strengthening ties to individuals in this area is expected to translate into both increased enrollments and an increase in the number of graduates from Texas who choose to live and/or work in Oklahoma. Tuition and fees from these students will represent a revenue stream that flows north to Oklahoma from residents in Texas. Further, a recent study by the University of Oklahoma indicated that over 3,000 Oklahoma residents work in Grayson County. Economic analyses completed by the Southeastern Oklahoma Economic Development Network have also provided supportive data on the economic impact of increased educational attainment to citizens in the Texoma region. Conservative estimates in their analyses indicate that increasing the numbers of degree holders in the region would have an economic impact of in excess of $500,000 per year.

SEOSU is requesting approval to offer nine existing degree programs to the GCC campus in Denison using electronic media. The programs will be delivered primarily through Interactive
Video using H.323 videoconferencing, but some courses may be offered onsite if student demand makes such offerings economically feasible. SEOSU has extensive experience in delivering courses and programs using ITV, and most of the proposed offerings are already being delivered to sites in Oklahoma. Further, SEOSU officials expect students in these programs to enroll in and attend at least two courses on the SEOSU campus. Based on an analysis of needs and expressed interest, the programs requested for electronic media delivery are:

- Bachelor of Business Administration in Management (027);
- Bachelor of Arts in Criminal Justice (059);
- Bachelor of Science in Computer Science (052);
- Bachelor of Science in Computer Information Systems (061)
- Bachelor of Science in Elementary Education (016);
- Master of Business Administration (075);
- Master of Education in Elementary Education (072);
- Master of Education in School Administration (073); and
- Master of Education in Secondary Education (074).

Area law enforcement agencies have expressed interest in the criminal justice program. Market demand for graduates in computer science, business, and elementary education also remains strong. Offerings for the Master of Education degrees will be concentrated on the Professional Education component that those three degree programs have in common (12-18 hours).

SEOSU plans to phase-in the program offerings based on student demand. Programs in elementary education, computer information systems, and management will be offered in the first two years, with the remaining programs becoming available in year 3 or sooner if demand is high enough. Enrollment projections conservatively estimate at least ten students in each program at the onset, growing to 25 within five years.

SEOSU’s request addresses satisfactorily the criteria listed in the Electronic Media Policy. These criteria include faculty qualifications and training, adequacy of resources, student services, and funding.

- **Faculty.** All faculty teaching in the programs will be regular SEOSU faculty. In some instances, GCC faculty who meet the qualifications for adjunct status at SEOSU may teach certain elective courses. SEOSU’s Center for Instructional Development and Technology will provide training and technical support for faculty. Student-faculty interaction will be through ITV, email, chat, and other means. Faculty will also make occasional visits to the GCC campus.

- **Student Support Services.** Students will have access to digital library resources, as well as to other student services. Most student services and related support will be provided through cooperative efforts between GCC and SEOSU, with GCC contributions estimated at $52,000 per year. Terms related to how those services will be provided are explicit in the agreement between the institutions.
• **Funding.** The programs will be offered through ITV, and the majority of new costs is anticipated for equipment. Equipment and technology costs are estimated to be $38,450, providing ITV equipment at the GCC site and a wireless transmission system. A part-time program coordinator at GCC will be supported by GCC funds at up to $10,000 per year. Personnel costs for SEOSU include faculty salary supplements for distance teaching (up to $600 per faculty member) that are estimated to total $2,400 per year. Revenues from student tuition and fees are projected to be sufficient to cover the costs. Tuition will be the same as for on-campus students. An electronic media fee of $38.50 per hour ($45.00 per hour for graduate hours) will also be collected. Institutional officials conservatively estimate that revenues of $27,600 per year will be generated. Estimated first year costs are $43,850, which includes $38,450 in one-time equipment expenditures. Second year revenues are expected to exceed costs by approximately $20,000.

SEOSU has adopted policies related to class size that will assure that the relatively low costs for extending these offerings are maintained. No course will be transmitted to GCC unless there is sufficient enrollment demand on the SEOSU campus or the GCC enrollment is large enough to justify the offering.

SEOSU is authorized to offer programs off-campus and through distance education from the Commission on Higher Education of the North Central Association (NCA). The institution will be seeking authorization from NCA to offer these programs to this location outside the state. It is recommended that provisional approval be granted contingent upon a favorable outcome of that process. As outlined in the State Regents’ Electronic Media Policy, SEOSU will undergo a rigorous “best practices” review during the first two years of the initial programs’ on-line offerings. Completion of the review is required by January 1, 2004. Continuation of the electronic delivery beyond spring 2004 will depend on the results of the review.
AGENDA ITEM #11-b:

Electronic Delivery of Degree Programs.

SUBJECT: Tulsa Community College (TCC). Approval of request to offer existing degree programs via electronic media.

RECOMMENDATION:

It is recommended that the State Regents approve TCC’s request to offer the Associate in Arts in Liberal Arts (009), Associate in Applied Science in Child Development and Family Relations (200), and Certificate in Child Development (206) 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:

TCC has served students via distance learning technologies, including both interactive video courses over OneNet and Internet-based courses, for several semesters. Currently, TCC offers over 100 courses via the Internet. At the September 12, 2001 meeting, the State Regents approved TCC’s request to offer the Associate in Applied Science in Transportation Management (242) and Certificate in Transportation Management (243) via electronic media. These offerings are consistent with the Higher Learning Commission of the North Central Association’s Statement of Affiliation Status and Statement of Institutional Scope and Activities for TCC.

Academic Plan

TCC’s Academic Plan lists the following institutional priorities:

- developing and assessing courses/programs for workforce development;
- providing a state-of-the-art learning environment;
- improving student learning;
- designing and implementing professional development to increase student learning; and
- meeting student learning needs anywhere and anytime.
APRA Implementation

Since 1991-92, TCC has deleted 56 degree programs.

Program Review

TCC offers 99 degree programs (46 associate in applied science and 21 associate in arts/science) and 32 certificate programs, all of which were reviewed in the past five years. All programs are scheduled for review during the next five-year cycle consistent with State Regents’ policy.

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 Liberal Arts
Associate in Applied Science in Child Development and Family Relations
Certificate in Child Development

TCC plans to offer the Associate in Arts in Liberal Arts using both online (web-based) courses and telecourses (video-based courses offered via PBS, cable, and videotape). The Associate in Applied Science in Child Development and Family Relations and Certificate in Child Development will be offered online. TCC’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. TCC’s responses are summarized below:

- Faculty. 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. Training in technology and pedagogy of electronic delivery occurs through: 1) lead teacher training provided through the “Eighth Floor,” a collaboration with Tulsa Technology Center; 2) workshops provided by the Office of Distance Learning; 3) courses in technology and/or pedagogy of electronic course delivery through the Staff
Professional Organizational Development program; and 4) mentoring by TCC faculty with experience and expertise in Internet delivery.

- **Student Support Services.** All students taking online courses must complete an online orientation. Access to student services is available online through the TCC website and via telephone. Online services include library services, admission information, with an application for admission that may be completed and submitted online. Students may register for classes, drop and add classes, view grades and transcripts, and pay for classes online or by telephone. 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.

- **Demand.** TCC continues to address the need for anytime, anywhere education by providing flexibility to students through electronic offerings who would otherwise be unable to pursue a higher education. The significant growth in the numbers of courses offered online and student enrollments (over 5400 students in distance learning courses in 1999-2000) is evidence of the need for the programs. The numbers of students enrolled in distance learning courses has increased 248% since 1998. It is estimated that between 500 and 750 students are currently enrolled in online liberal arts courses. The Associate in Arts in Liberal Arts program is one of the most attractive programs for adult learners who intend to transfer to baccalaureate-level institutions. Demand for child development programs using flexible delivery formats also provides justification for the request.

- **Funding.** The cost of electronic delivery for the programs requires no new funding. TCC has made an institutional commitment to support distance learning offerings for its students, and existing funding within the institutional budget provides for faculty, support services, and the Office of Distance Learning. Much of the enrollment growth in online courses represents a shift from traditional on-campus offerings, and TCC has reallocated funds accordingly in order to accommodate the change in demand. Students pay the same tuition and fees as on-campus students, but may request a waiver of the parking fee.

As indicated above, TCC 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 #12:

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:

The University of Central Oklahoma (UCO) requests authorization to delete the Bachelor of Science in Biology Education (006).

Murray State College (MSC) requests authorization to delete the Associate in Applied Science in Business/Office Technology (028).

POLICY ISSUES:

These actions are consistent with the State Regents’ “Policy Statement on Program Approval” (II-2-17) and “Policy Statement on Program Review” (II-2-90).

ANALYSIS:

UCO requests deletion of this program. Several separate science education programs were consolidated into a single science education program two years ago. This deletion is a reconciliation of that action. No students remain in the program. No courses will be deleted, and no funds are available for reallocation.

MSC requests deletion of this program. MSC has requested the curriculum be added in the “business/office technology” option (see Program Modification agenda item) under the Associate in Applied Science in Business Management. Thirty-five students remain in the program and will graduate as scheduled. No courses will be deleted, and no funds are available for reallocation.
AGENDA ITEM #13-a (1):

Academic Scholars Program

SUBJECT: Approval of Amendments to Policy and Rules

RECOMMENDATION:

It is recommended that the State Regents approve the proposed policy amendments to the Academic Scholars Program and adopt the amendments as permanent rules.

BACKGROUND:

In February 2001, the State Regents adopted minimum academic criteria to determine eligibility for Institutional Nominees in the Academic Scholars Program. The minimum criteria are effective beginning fall 2002. The proposed amendments make minor modifications in the minimum criteria and allow the Chancellor to make exceptions to the policy for students with unique situations for fall 2002.

Currently, students have up to 27 months from high school graduation to enter into the program. A proposed amendment would require students to enter the program immediately following high school graduation.

POLICY ISSUES:

The proposed amendments would modify existing State Regents’ policy but would maintain the high academic goals established for the Academic Scholars Program.

ANALYSIS:

The minimum academic requirements adopted in February 2001 require eligible applicants to meet two of three criteria: (1) ACT composite score, (2) high school grade point average, or (3) high school class rank. While these criteria apply to the vast majority of high school students, there are some important exceptions. For example:
- The Oklahoma School of Science and Mathematics (OSSM) intentionally does not calculate either a GPA or class rank for its students. Under the current minimum criteria, OSSM students could not qualify for Institutional Nominee scholarships.

- Similarly, Jenks High School does not calculate class rank for its graduating seniors.

- Home-schooled students, obviously, may not acquire either a GPA or class rank.

For the fall 2002 entry class, the modification would allow the Chancellor to make exceptions to the policy for the students lacking GPA and/or class rank criteria.

For Institutional Nominees applying after Fall 2002, the proposed change would reconfigure the minimum criteria from three to two: (1) ACT composite score, and (2) a combination of GPA and class rank. Students would be eligible for consideration as an Institutional Nominee if they meet at least one of the two criteria. Institutions may include additional criteria for selection of nominees in accordance with state statute.

The change also incorporates the use of SAT scores equivalent to the minimum ACT composite scores.

It should also be noted that the proposed change reflects the same methodology currently used for admission standards whereby a student may qualify by ACT/SAT composite score or by a combination of high school GPA and class rank.

<table>
<thead>
<tr>
<th>Tier</th>
<th>ACT or SAT Equivalent</th>
<th>GPA and Class Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>30 or SAT Equivalent</td>
<td>GPA 3.9 and Top 5%</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>28 or SAT Equivalent</td>
<td>GPA 3.8 and Top 10%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>27 or SAT Equivalent</td>
<td>GPA 3.7 and Top 10%</td>
</tr>
</tbody>
</table>

An additional proposed policy change would require students to enter the program immediately following high school graduation. The current policy allows students to enter the program up to 27 months past their high school graduation date. This policy can create some confusion when the minimum qualifying score actually declines from one fall to the next. For example, the automatic qualifying criteria for the entering class of fall 2002 Oklahoma will be an ACT cumulative score of 131, down from 132 for fall 2001. Graduates of 2001 that scored a 131 but were not eligible for a scholarship may mistakenly believe that they are eligible in 2002 under the current 27-month rule. The 27-month rule has also been an issue in litigation involving the Academic Scholars Program. The proposed policy would allow the Chancellor to approve exceptions to this requirement for extraordinary circumstances.
State Regents’ Policy

II. General Provisions for Operation of the Program

1. Recipients of award must attend a regionally or State Regents' accredited public, independent or proprietary higher education institution in Oklahoma.

2. The program is designed to adhere to the State Regents' Policy on Social Justice by encouraging all potential applicants to the Oklahoma State Regents' Academic Scholars Program, to enter national scholarship competition.

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

4. Only SAT and ACT test scores from tests administered on national test dates prior to college entry, excluding concurrently enrolled students and students enrolled for the summer term following high school graduation, will be considered for admission to the program. Qualifying test scores obtained on a national test date after college enrollment are invalid for applying to the program. Partial scores from more than one examination will not be considered.

5. A student must enter the program within 27 months either as a first-time student or transfer student from the date that the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents’ Opportunity Admission Category (II-2-30-Part IV.F.) Students who are attending Oklahoma colleges and universities at the time of application to the program will not be awarded scholarships for any period of enrollment prior to the year in which application is made. Any regular semesters of enrollment prior to application to the program will be subtracted from the number of semesters available on the program. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

6. Disability Provision. Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Academic Scholars Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements.
provided by either the American College Testing Program or The College Board provided that he or she meets the qualifications specified by ACT and SAT respectively to be examined. Performance percentile requirements for participation in the Academic Scholars Program remain the same as for other students. Students taking such tests and receiving Academic Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining full-time enrollment for students falling into this category.

[Section III not amended.]

IV. Eligibility Requirements for Institutional Nominees and Term of Scholarship Award

1. Students may qualify for the Academic Scholars Program as an Institutional Nominee. This shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose American College Testing Program or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles, as determined by the State Regents. The State Regents shall approve each nomination to ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when approved by the State Regents.

2. Effective with the fall 2002 semester, Institutional Nominees are required to meet at least two of the three minimum standards criteria outlined below to be considered eligible for application as an Institutional Nominee:

<table>
<thead>
<tr>
<th>Tier</th>
<th>ACT*</th>
<th>GPA</th>
<th>Class Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>30</td>
<td>3.9</td>
<td>Top 5%</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>28</td>
<td>3.8</td>
<td>Top 10%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>27</td>
<td>3.7</td>
<td>Top 10%</td>
</tr>
</tbody>
</table>
*or SAT equivalent

The Chancellor may approve exceptions to the above minimum criteria for applicants who lack class rank and/or GPA criteria.

Unless further minimum criteria changes are approved, Institutional Nominees after Fall 2002 are required to meet at one of the two minimum criteria outlined below to be considered eligible for application as an Institutional Nominee:

<table>
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<td>Two-Year Colleges</td>
<td>27 or SAT Equivalent</td>
<td>GPA 3.7 and Top 10%</td>
</tr>
</tbody>
</table>

3. Students are eligible for consideration as an Institutional Nominee up to 27 months past no later than the fall semester immediately following the graduation date of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

4. Institutional Nominees may be Oklahoma residents or nonresidents.

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

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

7. Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

8. Students who fail to enroll the first semester upon nomination forfeit their scholarship eligibility unless they are nominated subsequently a second time.
9. Institutions may not replace students who forfeit their scholarship or are removed from the program due to failure to meet continuing eligibility requirements with another nominee.

V. Criteria for Annual Renewal

1. a. Participants awarded a scholarship under this program shall maintain a 3.25 cumulative or retention grade-point average. The cumulative grade point average will include all courses attempted in high school for college credit. For the purpose of this policy, a program year begins in the fall semester and continues through the summer term. The cumulative grade-point average will be determined between the summer and fall term.

b. A student beginning in the program for the first time in the summer must have achieved a 3.25 cumulative grade-point average at the end of one year and the summer. The student is not required to meet the 3.25 grade-point average at the end of the first summer.

c. A student transferring from an out-of-state institution to an Oklahoma institution of higher education must have established a 3.25 cumulative grade-point average, whether the transfer is made during the fall, spring or summer term, and the student must have met the qualifying criteria in effect the fall semester of the academic year he or she matriculates to an Oklahoma institution. A transferee under the above conditions will have his/her semesters of program eligibility reduced by the number of semesters attended at another institution.

2. a. Participants awarded a scholarship under this program must enroll full-time each semester (as defined by the State Regents) for continuation in the program. In this context, “full-time” means a minimum of 12 hours per semester. A total of 24 hours must be earned for the program year to retain eligibility for the next program year. Students who, due to extraordinary circumstances during the semester, drop below the minimum of 12 hours of initial enrollment, must earn 24 credit hours for the program year to retain eligibility for the next program year.

b. Credit by examination, the practice of granting students credit for passing tests based on the subject matter of college courses in which they have not enrolled, audited courses, and
correspondence courses will not be considered toward meeting the full-time enrollment requirement or the requirement to earn 24 hours for the program year.

c. Students will not be eligible for summer support if they have not earned 24 semester credit hours in the preceding two regular semesters. Students who receive support for the summer semester must earn six hours of credit in order to be eligible for support in the fall semester. The six hours of enrollment required for summer support may consist of a combination of summer and intersession enrollment. Awards made for the summer term will count as one-half of a semester used in the program and will be in the amount of one-half a semester award. In order to receive a payment for enrollment in a summer term, the student must submit the summer term application to the State Regents’ office by the specified deadline.

d. Students will not be eligible for support for spring intersession or January terms if they have not earned 12 semester credit hours in the preceding fall semester. Awards made for spring intersession or January terms will count as one-half of a semester used in the program and will be in the amount of one-half of a semester award.

3. A student who fails to meet the continued eligibility requirements will be removed from the program without academic scholarship assistance. A student may be reinstated to the program:

a. If the student achieves a 3.25 cumulative grade point average at the end of the following fall, or spring semester, or summer term; or

b. If the student in the following fall or spring semester remedies the credit hour deficiency by earning twelve credit hours in addition to the number of hours by which the student is deficient; or if the student earns the deficient credits in the following summer term.

c. If the student is deficient in the number of credit hours earned for the academic year due to a grade of Incomplete, the student will be eligible for the following fall award if the Incomplete is remedied by a deadline determined by the State Regents.

In summary, a student has one year to remedy the grade-point average or credit hour deficiency and may be reinstated only one time by petition to the State Regents. Reinstatement will be granted when the circumstances
are covered under this policy, or under unusual and compelling circumstances as determined by the State Regents. Scholarship assistance will not be awarded to students who fail to meet continuing eligibility requirements. Any semesters during which the student receives no award due to grade-point average or credit hour deficiency will be subtracted from the eight available semesters on the program. Likewise, any period of enrollment, except intersession and summer terms, for which the student does not accept a scholarship award will be subtracted from the eight available semesters in the program. Maintaining eligibility and familiarity with State Regents’ and institutional policy is the responsibility of the student.
Administrative Procedures Rules

610:25-1-3. General principles for operation of program
(a) Recipients of award must attend a regionally or State Regents’ accredited public, independent or proprietary higher education institution in Oklahoma.
(b) The program is designed to adhere to the State Regents’ Policy on Social Justice by encouraging all potential applicants to the Oklahoma State Regents’ Academic Scholars Program to enter national scholarship competition.
(c) Concurrently enrolled high school students are not eligible for this program.
(d) Only SAT and ACT test scores from tests administered on national test dates prior to college entry, excluding concurrently enrolled students and students enrolled for the summer term following high school graduation, will be considered for admission to the program. Qualifying test scores obtained on a national test date after college enrollment are invalid for applying to the program. Partial scores from more than one examination will not be considered.
(e) A student must enter the program within 27 months either as a first-time student or transfer student from the date that the fall semester immediately after his/her class graduates from high school, except for students admitted under the State Regents’ Opportunity Admission Category. Students who are attending Oklahoma colleges and universities at the time of application to the program will not be awarded scholarships for any period of enrollment prior to the year in which application is made. Any regular semesters of enrollment prior to application to the program will be subtracted from the semesters available on the program. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.
(f) Disability Provision. Provisions contained in this section are consistent with 70 O.S. 1991, Section 2403, as amended, and federal legislation affecting disabled persons. If a person identifies himself or herself as a student with a disability and requests consideration for a scholarship under the Academic Scholars Program by means other than standard testing procedures, the State Regents shall permit the student to be examined under the special testing arrangements provided by either the American College Testing Program or The College Board provided that he or she meets the qualifications specified by ACT and SAT respectively to be examined. Performance percentile requirements for participation in the Academic Scholars Program remain the same as for other students. Students taking such tests and receiving Academic Scholarship awards will be expected to meet the same retention standards as other students. Special provisions may be considered in determining full-time enrollment for students falling in this category.

610:25-1-4. Eligibility Requirements and Term of Scholarship Award.
(a) There are five avenues by which to qualify for the Academic Scholars Program. Each is defined below:

(1) An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose American College Testing Program score or whose Scholastic Aptitude Test score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,
A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,

A National Merit Scholar, which shall mean a student designated as a National Merit Scholar by the National Merit Scholarship Corporation,

A National Merit Finalist, which shall mean a student designated as a National Merit Finalist by the National Merit Scholarship Corporation.

An Institutional Nominee, which shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose American college Testing Program or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles as determined by the State Regents. The State Regents shall approve each nomination to ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when approved by the State Regents.

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

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

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

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

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

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

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

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

(C) Students are eligible for consideration as an Institutional Nominee up to 27 months past no later than the fall semester immediately following the graduation date of their high school class. The Chancellor may approve exceptions to this requirement for extraordinary circumstances.

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

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

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

(G) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

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

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

(b) Students receiving the scholarship as a qualifier in accordance with the provisions of paragraphs one through four of 610:25-1-4 paragraph (a) are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the State Regents.

610:25-1-5. Criteria for Annual Renewal

(a) Participants awarded a scholarship under the Academic Scholars Program shall maintain a 3.25 cumulative or retention grade-point average. The cumulative grade point average will include all courses attempted in high school for college credit. For the purpose of this policy, a fiscal year begins in the fall semester and continues through the summer term. The cumulative grade-point average will be determined between the summer and fall term.

(b) A student transferring from an out-of-state institution to an Oklahoma institution of higher education must have established a 3.25 cumulative grade point average whether the transfer is made during the fall, spring or summer term, and the student must have met the qualifying criteria in effect the fall semester of the academic year he or she matriculates to an Oklahoma
institution. A transferee under the above conditions will have his/her semesters of program eligibility reduced by the number of semester attended at another institution.

(c) Participants awarded a scholarship under the Academic Scholars Program must enroll full-time each semester (as defined by the State Regents) for continuation in the program. In this context, “full-time” means a minimum of 12 hours per semester. A total of 24 hours must be earned for the program year to retain eligibility for the next program year. Students who, due to extraordinary circumstances during the semester, drop below the minimum of 12 hours of initial enrollment, must earn 24 credit hours for the program year to retain eligibility for the next program year. Students will not be eligible for summer support if they have not earned 24 semester credit hours in the preceding two regular semesters. Students who receive support for the summer semester must earn six hours of credit in order to be eligible for support in the fall semester. The six hours of enrollment required for summer support may consist of a combination of summer and intersession enrollment. Awards made for the summer term will count as one-half of a semester used in the program and will be in the amount of one-half of a semester award.

(d) In order to receive a payment for enrollment in a summer term, the student must submit the summer term application to the State Regents’ office by the specified deadline.

(e) Credit by examination, the practice of granting students credit for passing tests based on the subject matter of college courses in which they have not enrolled, audited courses and correspondence courses will not be considered toward meeting the full-time enrollment requirement or the requirement to earn 24 hours for the program year.

(f) A student beginning in the program for the first time in the summer must have achieved a 3.25 cumulative grade-point average at the end of the one year and the summer. The student is not required to meet the 3.25 grade-point average at the end of the first summer.
AGENDA ITEM #13-a (2):

Academic Scholars Program

SUBJECT: Institutional Nominees for 2002-03 and Policy Posting

RECOMMENDATION:

It is recommended that the State Regents approve the authorized number of institutional nominees for each institution for 2002-03. It is further recommended that the State Regents post the proposed policy and rule amendments to the Academic Scholars Program.

BACKGROUND:

The 1999 Legislature created a new avenue by which students can qualify for Academic Scholars Program (ASP) awards— institutional nominees. The statutes authorize the State Regents to establish criteria for student eligibility as an institutional nominee. The statutes also require State Regents’ approval of the institutional nominees.

The State Regents have approved minimum academic criteria for institutional nominees effective for fall 2002. The proposed amendments would modify those criteria beginning fall 2003.

POLICY ISSUES:

The recommendations are consistent with State Regents’ policy (II-5-10). Additionally, 70 O.S. Supp. 1999, §2403(A)(2)(e), provides that “[t]he State Regents shall approve each nomination to ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees shall become effective when approved by the State Regents.”
ANALYSIS:

I. Minimum Academic Standards for Institutional Nominees:

[Note: The attached proposed policy/rule amendments assume the final adoption (and approval by the Governor and Legislature) of the previously posted amendments being presented for adoption at this same meeting.]

The proposed amendments would modify the minimum academic criteria for institutional nominees for fall 2003.

Current Minimum Standards for Institutional Nominees

<table>
<thead>
<tr>
<th>Tier</th>
<th>ACT or SAT Equivalent</th>
<th>GPA and Class Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>30 or SAT Equivalent</td>
<td>GPA 3.9 and Top 5%</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>28 or SAT Equivalent</td>
<td>GPA 3.8 and Top 10%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>27 or SAT Equivalent</td>
<td>GPA 3.7 and Top 10%</td>
</tr>
</tbody>
</table>

Proposed Fall 2003 Minimum Standards

<table>
<thead>
<tr>
<th>Tier</th>
<th>ACT or SAT Equivalent</th>
<th>GPA and Class Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>32 or SAT Equivalent</td>
<td>GPA 3.9 and Top 2%</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>31 or SAT Equivalent</td>
<td>GPA 3.8 and Top 3%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>30 or SAT Equivalent</td>
<td>GPA 3.7 and Top 4%</td>
</tr>
</tbody>
</table>

The table below shows the estimated number of Oklahoma students scoring between 28 and 36 on the ACT test each year. Additional students would qualify on the basis of their high school rank and GPA.

<table>
<thead>
<tr>
<th>ACT Score</th>
<th># of Testers at Score Level*</th>
<th>Cumulative # of Testers at Score &amp; Higher*</th>
<th>Cumulative as % of Total Testers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>908</td>
<td>3306</td>
<td>11.85%</td>
</tr>
<tr>
<td>28</td>
<td>712</td>
<td>2398</td>
<td>8.60%</td>
</tr>
<tr>
<td>29</td>
<td>546</td>
<td>1686</td>
<td>6.04%</td>
</tr>
<tr>
<td>30</td>
<td>428</td>
<td>1140</td>
<td>4.09%</td>
</tr>
<tr>
<td>31</td>
<td>299</td>
<td>712</td>
<td>2.55%</td>
</tr>
<tr>
<td>32</td>
<td>192</td>
<td>413</td>
<td>1.48%</td>
</tr>
<tr>
<td>33</td>
<td>129</td>
<td>221</td>
<td>0.80%</td>
</tr>
<tr>
<td>34</td>
<td>71</td>
<td>92</td>
<td>0.33%</td>
</tr>
<tr>
<td>35</td>
<td>18</td>
<td>21</td>
<td>0.07%</td>
</tr>
<tr>
<td>36</td>
<td>3</td>
<td>3</td>
<td>0.01%</td>
</tr>
</tbody>
</table>
*The number of testers in each score level varies slightly from year to year. The numbers shown are an average of 2000 and 2001 scores.

Assuming 37,000 annual high school graduates, the class rank criteria might include the following number of students: 2% = 740; 3% = 1,110; 4% = 1,480. Obviously, there would be a significant overlap of students who would qualify under either ACT or GPA/class rank.

In the event of insufficient funding, the proposed policy/rule changes would give priority among first-time scholarship recipients to those qualifying automatically over those qualifying as institutional nominees. Statutes require that students already in the program receive priority over first-time recipients.

Pros:

- The change would eliminate the current policy inconsistency between Regional University Baccalaureate Scholarship (RUBS) and the minimum academic requirements for regional university Institutional Nominees in the Academic Scholars Program. The RUBS program currently requires students to have a minimum 30 ACT score but provides a smaller scholarship award than institutional nominees at regional universities.

- The proposal provides some consistency between the ACT score and GPA/class rank eligibility options. The relevant percentiles for each option would be roughly equivalent.

- The change focuses the program’s benefits on students with the highest demonstrated academic achievements.

Cons:

- Even with higher minimum qualifying criteria, the program will continue to have annual funding deficits that will have to be addressed. One possible way to address the deficits is to provide a smaller award for institutional nominees than automatic qualifying recipients. However, by statute the Academic Scholars Program does not allow variation in the scholarship award amount. The statutes require the award to cover all education expenses, whether the student is an automatic qualifier or institutional nominee. A statutory change would likely be necessary to provide this discretion.
II. Allocation of Institutional Nominees for 2002-03:

The recommended allocation of 255 freshmen institutional nominees is an increase of 40 slots from the 2001-02 academic year. The 40 additional slots would be assigned to Oklahoma State University (OSU) to equalize the number of slots between OSU and the University of Oklahoma (OU). The recommendation would modify the December 2000 action of the State Regents to limit the total number of Institutional Nominees for the comprehensive universities to 120 and equalize their allocation between the two institutions over a three-year period (shown in table below).

<table>
<thead>
<tr>
<th>December 2000 Regents’ Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>2000-01</td>
</tr>
<tr>
<td>2001-02</td>
</tr>
<tr>
<td>2002-03</td>
</tr>
<tr>
<td>2003-04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February 2002 Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>2000-01</td>
</tr>
<tr>
<td>2001-02</td>
</tr>
<tr>
<td>2002-03</td>
</tr>
<tr>
<td>2003-04</td>
</tr>
</tbody>
</table>

The annual cost of the forty new Institutional Nominee slots is projected at $220,000 for FY2003 and growing to $700,000 by FY2006; the cumulative four-year cost is $1.9 million. Without additional appropriations, the new slots will increase the program’s projected annual funding deficit by FY2006 from $2.1 million to $2.8 million. With the additional nominees, the program’s trust fund is projected to be depleted one year earlier—by FY2006 rather than FY2007.
# Proposed Allocation of Institutional Nominees

<table>
<thead>
<tr>
<th>Institution</th>
<th>2001-02</th>
<th>2002-03</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>40</td>
<td>80</td>
<td>+40</td>
</tr>
<tr>
<td>Oklahoma State University - Oklahoma City</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Oklahoma State University - Okmulgee</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>University of Central Oklahoma</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>East Central University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Northeastern State University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Southeastern Oklahoma State University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Southwestern Oklahoma State University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Cameron University</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Langston University</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Rogers State University</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Oklahoma Panhandle State University</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>University of Science and Arts of Oklahoma</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Carl Albert State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Connors State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Eastern Oklahoma State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Murray State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Northern Oklahoma College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Oklahoma City Community College</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Redlands Community College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Rose State College</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Seminole State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Tulsa Community College</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Western Oklahoma State College</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

**GRAND TOTAL**  
215  
255  
40
State Regents’ Policy

IV. Eligibility Requirements for Institutional Nominees and Term of Scholarship Award

1. Students may qualify for the Academic Scholars Program as an Institutional Nominee. This shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose American College Testing Program or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles, as determined by the State Regents. The State Regents shall approve each nomination to ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when approved by the State Regents.

2. Effective with the fall 2002 semester, Institutional Nominees are required to meet at least two of the three minimum criteria outlined below to be considered eligible for application as an Institutional Nominee:

<table>
<thead>
<tr>
<th>Tier</th>
<th>ACT*</th>
<th>GPA</th>
<th>Class Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>30</td>
<td>3.9</td>
<td>Top 5%</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>28</td>
<td>3.8</td>
<td>Top 10%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>27</td>
<td>3.7</td>
<td>Top 10%</td>
</tr>
</tbody>
</table>

*or SAT equivalent

The Chancellor may approve exceptions to the above minimum criteria for applicants who lack class rank and/or GPA criteria.

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

<table>
<thead>
<tr>
<th>Tier</th>
<th>ACT or SAT Equivalent</th>
<th>GPA and Class Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive</td>
<td>30 32 or SAT Equivalent</td>
<td>GPA 3.9 and Top 5% 2%</td>
</tr>
<tr>
<td>Regional Universities</td>
<td>28 31 or SAT Equivalent</td>
<td>GPA 3.8 and Top 4% 3%</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>27 30 or SAT Equivalent</td>
<td>GPA 3.7 and Top 4% 4%</td>
</tr>
</tbody>
</table>

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

4. Institutional Nominees may be Oklahoma residents or nonresidents.

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

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

7. Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

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

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

VII. Fiscal Aspects of the Program

1. Awards to qualified nonresident students attending Oklahoma institutions shall not exceed twenty-five percent of the greater of (1) the number of awards of the preceding year or (2) the amount of previous year's funding for certified awards for the program.

2. Students receiving this scholarship may also receive additional state-supported financial aid, but not in excess of legitimate educational costs. Likewise, a student may enhance the Academic Scholars award by accepting grants and scholarships from private sources.
3. The Oklahoma State Regents will, as soon as fiscally feasible, set aside in the Oklahoma State Regents' Academic Trust, funds for the full scholarship commitment. Funding priority will be given first to prior years’ recipients, and secondly, to any students applying for the scholarship for the first time. For first-time students, priority will be given to Individual Applicant Qualified Students, Presidential Scholars, National Merit Scholars, and National Merit Finalists, and secondly, to Institutional Nominees.

4. a. The program shall provide participants a scholarship in an amount equivalent to the average costs of tuition and other fees, room and board, and required textbooks or materials for undergraduate and graduate study for students attending regionally accredited public institutions of higher education in Oklahoma.

b. The institution shall provide the student a tuition waiver that, when combined with the scholarship award, will meet the average costs described in paragraph 4(a) above.

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

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

e. Institutions may elect to award nonresident students a resident and/or nonresident tuition waiver.

5. For students attending a private institution in Oklahoma, the award amount will be the same as the student attending a similar type of public institution as defined by the State Regents.

6. Funds made available to students as part of the Oklahoma State Regents Academic Scholars Program shall be paid directly to the institution of student's choice, in trust for the student, and on the student's behalf and shall contain appropriate restrictions and conditions that such monies are expended only for the purposes authorized by the State Statute authorizing this program.
Administrative Procedures Rules

610:25-1-4. Eligibility Requirements and Term of Scholarship Award.
(a) There are five avenues by which to qualify for the Academic Scholars Program. Each is defined below:

(1) An Individual Applicant Qualified Student, which shall mean a student who is a resident of the State of Oklahoma whose American College Testing Program score or whose Scholastic Aptitude Test score falls within the 99.5 to 100.0 percentile levels as administered in the State of Oklahoma and whose grade-point average and/or class rank is exceptional, as determined by the State Regents,

(2) A Presidential Scholar, which shall mean a student selected by the Commission on Presidential Scholars pursuant to the Presidential Scholars Program administered by the United States Department of Education,

(3) A National Merit Scholar, which shall mean a student designated as a National Merit Scholar by the National Merit Scholarship Corporation,

(4) A National Merit Finalist, which shall mean a student designated as a National Merit Finalist by the National Merit Scholarship Corporation.

(5) An Institutional Nominee, which shall mean a student nominated by an institution in The Oklahoma State System of Higher Education whose American college Testing Program or whose Scholastic Aptitude Test score falls within the 95.0 to 99.49 percentile levels, or who shows exceptional academic achievement as evidenced by factors including but not limited to grade point average, class rank, national awards, scholastic achievements, honors, and who shows exceptional promise based on documentation that may include but not be limited to teacher recommendations, extracurricular activities, and evidence of overcoming economic and social obstacles as determined by the State Regents. The State Regents shall approve each nomination to ensure that standards of high academic ability are documented. Scholarship awards to institutional nominees become effective when approved by the State Regents.

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

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

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

(iii) Two-year colleges:
   (I) ACT: 27 or SAT equivalent

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(II) GPA: 3.7
(III) Class Rank: Top 10%

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

(i) Comprehensive universities:
   (I) ACT: 30 or SAT equivalent
   (II) GPA 3.9 and Top 2% Class Rank

(ii) Regional universities:
   (I) ACT: 28 or SAT equivalent
   (II) GPA 3.8 and Top 3% Class Rank

(iii) Two-year colleges:
   (I) ACT: 27 or SAT equivalent
   (II) GPA 3.7 and Top 4% Class Rank

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

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

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

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

(G) Students receiving the scholarship as an Institutional Nominee of a four-year university are eligible for transfer to another Oklahoma institution after one year of attendance at the nominating institution.

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

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

(b) Students receiving the scholarship as a qualifier in accordance with the provisions of paragraphs one through four of 610:25-1-4 paragraph (a) are eligible for eight semesters of scholarship at Oklahoma colleges and universities. Additional semesters of award, up to
ten semesters, are available upon approval by the President or appropriate academic officer of the institution and the State Regents.

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

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

(b) Additional aid. Students receiving this scholarship may also receive additional state-supported financial aid, but not in excess of legitimate educational costs. Likewise, a student may enhance the Academic Scholars award by accepting grants and scholarships from private sources.

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

(d) Amount of Scholarship. The program shall provide participants a scholarship in the amount equivalent to the average costs of tuition and other fees, room and board, and required textbooks or materials for undergraduate and graduate study for students attending regionally accredited public institutions of higher education in Oklahoma.

   (1) The institution shall provide the student a tuition waiver that, when combined with the scholarship award, will meet the average costs described in paragraph (d) above.
   (2) Students who do not meet the continuing eligibility requirements for the scholarship may be eligible for the tuition waiver if they meet the standard tuition waiver criteria determined by the institution.
   (3) Transfer students are eligible for the same level of tuition waiver as all other Academic Scholars.
   (4) Institutions may elect to award nonresident students a resident and/or nonresident tuition waiver.

(e) Payment of funds. Funds made available to students as part of the Oklahoma State Regents Academic Scholars Program shall be paid directly to the institution of student's choice, in trust for the student, and on the student's behalf and shall contain appropriate restrictions and conditions that such monies are expended only for the purposes authorized by the State Statute authorizing this program.

(f) Private institutions. For students attending private Oklahoma institutions, the award amount will be the same as the student attending a similar type of public institution as defined by the State Regents.
AGENDA ITEM #13-b:

Heartland Scholarship Program

SUBJECT: Approval of Amendments to Policy

RECOMMENDATION:

It is recommended that the State Regents approve and adopt policy and rule changes to the Heartland Scholarship Fund.

BACKGROUND:

In April 1995, the State Regents established the Heartland Scholarship Program to provide financial assistance to dependent children of individuals killed and dependent children who survived in the Federal Building day care center in the April 19 Oklahoma City bombing. Approximately 174 individuals have been identified as eligible recipients. The program is expected to continue through the year 2018 when the last child is projected to graduate from college. Over $925,000 has been raised for the Heartland Scholarship Program, most of it through private donations and some from license plate proceeds.

There are three major entities providing scholarship aid for children of bombing victims, and the Heartland Scholarship Program efforts have been closely coordinated with those entities to ensure that all needs will be met. The attached disbursement represents such a coordination of effort. Costs of enrollment are being covered by the Federal Employee Education and Assistance Fund, the Survivors’ Education Fund, and the Heartland Scholarship Fund.

POLICY ISSUES:

The proposed amendment would modify existing State Regents’ policy and would permit the program to continue to meet the goals originally set for the program.

ANALYSIS:

The proposed amendment would allow the State Regents to send scholarship disbursements to the entity responsible for coordinating the payment of scholarships from all available sources.
Currently, payment of scholarship awards on students’ behalf can be delayed significantly because of the requirement for making separate, individual payments from each source. This often puts students in financial binds for paying tuition, room and board costs after the semester is well underway.

As the entity coordinating the scholarship payments, the Oklahoma City Community Foundation has offered to pay all approved scholarship awards in a single payment for students at the beginning of each semester and then request the appropriate funds from the Heartland Scholarship Fund and Federal Employee Education and Assistance Fund. Disbursements from the Heartland Scholarship Fund would be made only with the same documentation and notification of students as is currently required.

In sum, we believe this change will more effectively serve the deserving students of this program while maintaining the currently level of accountability in the expenditure of funds overseen by the State Regents.

The proposed policy amendment is the same as that posted at the October 26, 2001 State Regents’ meeting.
HEARTLAND SCHOLARSHIP PROGRAM

The Heartland Scholarship Program was established on April 28, 1995, by the Oklahoma State Regents for Higher Education in the aftermath of the April 19 bombing of the Alfred P. Murrah Federal Building in downtown Oklahoma City. The bombing took the lives of 168 individuals and injured more than 400. Many young children perished in the Federal Building day care center. For the children in the Federal Building day care center who survived and for dependent children of individuals killed as a result of the April 19 bombing, the Heartland Scholarship Program was established. The program consists of two funds: (1) The Heart of the Heartland Fund which is funded from state revenues generated from sales of the Heart of the Heartland license tag and (2) The Heartland Fund which is funded from private, corporate, civic, religious and other governmental agency donations.

A. AUTHORITY

1. 70 O.S. 1991, Section 3206(i) authorizes the State Regents to accept and disburse grants, gifts, devises, bequests and other monies and property from foundation, corporations and individuals; and establish, award and disburse scholarships and scholarship funds and rewards for merit from any funds available for such purpose.

2. 70 O.S. Supp. 1995, Section 2282 establishes a Heart of the Heartland Scholarship Fund and trust fund to be administered by the Oklahoma State Regents for Higher Education.

B. FUND ACCOUNTS/ELIGIBILITY

General Eligibility Requirements. Individuals eligible for the Scholarships must be (1) dependent children of individuals killed as a result of the April 19 bombing of the Alfred P. Murrah Federal Building or (2) surviving dependent children who were injured in the Federal Building Day Care Center.

Separate fund accounts will be established within the Heartland Scholarship Program to provide separate receipt, accounting, administration, and disbursement of funds for:

1. Heartland Scholarship recipients attending any college or university of their choosing.

Additional Eligibility Requirements.

- Recipients must be enrolled full-time in an undergraduate program at any accredited college or university. Recipients may petition the State Regents for an exception to the full-time requirement for just cause.
• Scholarships awards will be made for a time period not to exceed five continuous years. Recipients may petition the State Regents for an exception due to extenuating circumstances.

2. Heartland Scholarship recipient groups designated by donors and attending any college or university of their choosing.

Additional Eligibility Requirements.

• Recipients must be enrolled full-time in an undergraduate program at any accredited college or university. Recipients may petition the State Regents for an exception to the full-time requirement for just cause.

• Scholarship awards will be made for a time period not to exceed five continuous years. Recipients may petition the State Regents for an exception due to extenuating circumstances.

• Scholarships may be for a specified group of bombing victim dependents so long as the designated group is not described or defined in a way that would jeopardize the tax deductibility of contributions to the Fund and/or to the recipients of scholarship awards by the beneficiaries. To the maximum degree possible, the Trustees will consult with donors to ascertain ways and means by which their designation objectives can be reconciled with the Fund's goals pertaining to tax deductibility.


Additional Eligibility Requirements

• Recipients may only attend a state higher education institution in Oklahoma.

• Recipients must be enrolled full-time in an undergraduate or graduate program.

C. PRINCIPLES FOR AWARD, APPLICATION, DISBURSEMENT

1. Award Amount.

• Scholarship awards will be made annually. Awards will be made after the campus financial aid package has been calculated (grants and scholarships and excluding loans) and in coordination with other disaster relief financial aid. Awards will be made up to an amount not exceeding the cost (fees and tuition, special fees, books, room and board) of five
continuous years of postsecondary education at any accredited college or university of an individual's choosing.

- The award amount shall not exceed the average cost of enrollment fees, tuition and other fees, room and board, and all required textbooks or materials for the type of institution in which the student is enrolled in The Oklahoma State System of Higher Education. The award amount for a student enrolled in a private or out-of-state institution shall not exceed the award for an Oklahoma public institution of comparable type.

2. Award Continuation. Continued awards will be made to individuals who are making satisfactory progress toward a degree as defined by the financial aid office of the institution in which the student is enrolled.

3. Disbursement/Refunds. Funds will may be disbursed by check to the institution at which the student is enrolled during the first six weeks of each semester and upon receipt of a net billing from the bursar of the institution. Funds may also be disbursed to the entity responsible for coordinating the payment of scholarships from all available sources. The State Regents shall verify documentation for scholarship disbursements to the coordinating entity in a similar manner to that required for disbursements directly to institutions. Refunds resulting from student withdrawal will be remitted to the State Regents.

4. Application.

- Before April 19, 1996, the State Regents will make every effort to contact guardians of all dependent children eligible for the Heartland Scholarship.

- Guardians and eligible recipients will be responsible for timely notification to the State Regents of address changes.

D. TRUSTS.

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

2. Both the trust capital and earnings income for the trust funds will accrue to the fund and be used for the scholarship awards.

E. ADMINISTRATION
1. The Heartland Scholarship Fund shall be administered by the Oklahoma State Regents for Higher Education.

2. Trust capital or income remaining in the Heartland Scholarship Fund after scholarships have been awarded to all eligible individuals, if any, shall be transferred to the Chancellor's Scholarship Fund which makes one-time $1,000 awards to graduating high school students demonstrating community service and public leadership.

3. Trust capital or income remaining in the "Heart of the Heartland Scholarship" Fund established by the Legislature after July 1, 2025, will be transferred and deposited into the General Revenue Fund.

F. DEFINITIONS

1. Dependent Child. The term "dependent child" includes any person who, as of April 19, 1995, could lawfully be claimed as a dependency exemption for federal income tax purposes by his/her parents or guardian, unless the parent killed in the Murrah Building bombing was prohibited from claiming that exemption by a court-ordered divorce decree or separation agreement. The term "dependent child" also includes any child conceived but not yet born to a bombing victim as of April 19, 1995.

2. Accredited Institution. Any college or university having regional accreditation.

3. Full-Time Student. An enrolled student who is carrying a full-time academic workload, other than by correspondence, as determined by the institution under a standard applicable to all students enrolled in a particular educational program measured in terms of (1) course work or other required activities including any combination of courses, work experience, research or special studies which the institution requires of the student to consider him or her as being engaged in full-time study, and which amounts to the equivalent of a minimum of twelve undergraduate credit hours or nine graduate credit hours per academic semester, trimester, or quarter, and (2) the enrollment fees customarily charged for full-time study by the institution.

G. COORDINATION. The Heartland Scholarship Fund will coordinate with other disaster relief funds for the purpose of assisting victims with postsecondary financial assistance.

FOR FURTHER INFORMATION ON THE PROGRAM, CONTACT:

Heartland Scholarship Fund
Oklahoma State Regents for Higher Education
500 Education Building, State Capitol Complex
Oklahoma City, Oklahoma 73105
405/524-9120

___________________________________
610:25-21-4. Principles for awards, continuation of awards, disbursements, refunds, and applications

(a) Award amounts.

(1) Scholarship awards will be made annually. Awards will be made after the campus financial aid package has been calculated (grants and scholarships and excluding loans) and in coordination with other disaster relief financial aid. Awards will be made up to an amount not exceeding the cost (fees and tuition, special fees, books, room and board) of five continuous years of postsecondary education at any accredited college or university of an individual’s choosing.

(2) The award amount shall not exceed the average cost of enrollment fees, tuition and other fees, room and board, and all required textbooks or materials for the type of institution in which the student is enrolled in The Oklahoma State System of Higher Education. The award amount for a student enrolled in a private or out-of-state institution shall not exceed the award for an Oklahoma public institution of comparable type.

(b) Award continuation. Continued awards will be made to individuals who are making satisfactory progress toward a degree as defined by the financial aid office of the institution in which the student is enrolled.

(c) Disbursement. Funds may be disbursed by check to the institution at which the student is enrolled during the first six weeks of each semester and upon receipt of a net billing from the bursar of the institution. Funds may also be disbursed to the entity responsible for coordinating the payment of scholarships from all available sources. The State Regents shall verify documentation for scholarship disbursements to the coordinating entity in a similar manner to that required for disbursements directly to institutions.

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

(e) Application.

(1) Before April 19, 1996, the State Regents will make every effort to contact guardians of all dependent children eligible for the Heartland Scholarship.

(2) Guardians and eligible recipients will be responsible for timely notification to the State Regents of address changes.
AGENDA ITEM #13-c:

Tulsa Reconciliation Education and Scholarship Program

SUBJECT: Approval of New Policy

RECOMMENDATION:

It is recommended that the State Regents approve the proposed new policy for Tulsa Reconciliation Education and Scholarship Program and adopt the proposed permanent rules.

BACKGROUND:

During the 2001 session, the Oklahoma Legislature passed HB 1178, the “1921 Tulsa Race Riot Reconciliation Act of 2001”. Sections 14-20 of the bill create the Tulsa Reconciliation Education and Scholarship Act. The act assigns administrative responsibilities for the scholarship program to the State Regents.

POLICY ISSUES:

The act calls for at least 300 scholarships to be awarded annually to students who reside within the city limits of Tulsa. The scholarship award amount is not to exceed the equivalent of tuition. If there are more than 300 applicants for the scholarships, the State Regents are to establish an order of preference based on the following factors:

- The applicant’s taxable family income does not exceed $70,000.
- The applicant attended a Tulsa public school where at least 75% of the students qualified for free or reduced lunches.
- The applicant resides in a census block area where at least 30% of the residents have income below the poverty level.

The State Regents are authorized, but not required, to consider as a factor whether the applicant is a direct lineal descendant of a person who resided in the Greenwood Area of Tulsa during the period of April 30 to June 1, 1921.

The act creates the Tulsa Reconciliation Education and Scholarship Trust Fund and names the State Regents as trustees for the fund. The trust fund is authorized to receive monies appropriated by the Legislature as well as contributions from public or private sources.
ANALYSIS:

A policy framework is required for the implementation of the Tulsa Reconciliation Education and Scholarship Program. The policy must be in place prior to the expenditure of any funds from the program’s trust fund.

Initial scholarship cost estimates assume an average award value of approximately $1,500. For 300 awards, the projected annual cost is about $450,000. To date, no state appropriations or donated funds have been received. However, Sen. Maxine Horner of Tulsa, the Senate author of HB 1178, has indicated that organizations in Tulsa are prepared to begin fund-raising efforts. The actual number of awards each year will depend upon the amount of funds available.

Proposed legislation has been introduced for the 2002 session that, if passed, may require changes in the proposed policy/rules. As introduced, HB 2238 would modify geographic residency criteria for scholarship recipients, delete the requirement for at least 300 scholarships to be awarded, and eliminate preferences based on family income or attendance at public schools with a high percentage of low-income students.
SUBCHAPTER 28. TULSA RECONCILIATION EDUCATION AND SCHOLARSHIP ACT

Section
610:25-28-1. Purpose
610:25-28-2. Definitions
610:25-28-3. Eligibility requirements
610:25-28-4. Principles for awards, continuation of awards, disbursements, refunds, and applications
610:25-28-5. Trust Funds

[Authority: 70 O.S. § 2620]

[Source: Codified ]
610:25-28-1. Purpose
(a) The Tulsa Reconciliation Education and Scholarship Program was established by HB 1178, the “1921 Tulsa Race Riot Reconciliation Act of 2001”, which was signed into law on June 1st 2001.
(b) The purpose of the program is to make available not less than 300 scholarships to residents of the City of Tulsa, which was greatly impacted both socially and economically by the civil unrest that occurred in the city during 1921. The program is to begin with the 2002-03 school year.
(c) The further purpose of the program is to establish and maintain a variety of educational support services whereby residents who qualify for the program will be prepared for success in post-secondary endeavors. [70 O.S. §2221]

[Source: ]
610:25-28-2. Definitions

The following words or terms, when used in this Subchapter, shall have the following meaning, unless the concept clearly indicates otherwise:

“Resident”, means a person of any age who has resided within the corporate city limits of Tulsa, Oklahoma, for not less than two (2) years prior to applying for participation in the Tulsa Reconciliation Education and Scholarship Program.

“Private Institution”, means a private institution of higher learning located within this state which is accredited pursuant to Section 4103 of Title 70 of the Oklahoma Statutes.

“Postsecondary vocational-technical program” means a postsecondary vocational-technical program or course offered pursuant to a duly approve cooperative agreement between a technical center school and an institution of the Oklahoma State System of Higher Education.

[70 O.S. §2622]

[Source: ]
610:25-21-3. Eligibility requirements

(a) General eligibility requirements. To be eligible to participate in the Program, individuals must be residents of the City of Tulsa who are intending to pursue studies at an institution of higher education in the Oklahoma State System of Higher Education, a private institution or in a postsecondary vocational-technical program.

(b) Additional eligibility requirements.

   (1) Individuals must have secured admission to, and be enrolled in, an institution which is a member of the Oklahoma State System of Higher Education, a private institution, or a post-secondary vocational-technical program, and must have secured such admission by regular admission standards. Participants may not be admitted by special admission standards.

   (2) To retain eligibility, individuals must maintain good academic standing at the institution in which the student is enrolled.

[Source: ]
610:25-28-4. Principles for awards, continuation of awards, disbursements, refunds, and applications

(a) Award amounts. Subject to the availability of funds, the State Regents shall award:

1. For participants enrolled in an institution in the Oklahoma State System of Higher Education, an amount not to exceed the equivalent of the dollar amount of undergraduate resident tuition that the eligible Program participant is obligated to pay.

2. For participants enrolled in a private institution, an amount not to exceed the equivalent of the dollar amount of undergraduate resident tuition that the eligible Program participant would receive if enrolled in a comparable school within the Oklahoma State System of Higher Education. The State Regents shall identify the institution(s) within the State System that is most comparable to the private institution and base the award on the amount that the participant would be obligated to pay at that State System institution.

3. For participants enrolled in a postsecondary vocational-technical program, an amount not to exceed the equivalent of the dollar amount that the eligible program participant is obligated to pay, which amount shall not exceed the amount the participant would have received for comparable enrollment at a two-year institution within the Oklahoma State System of Higher Education. An award to an eligible participant who is enrolled in a postsecondary vocational-technical program may be used to pay for both vocational-technical and college work if both are required by the academic program.

(b) Award limitations.

1. Program benefits will not be awarded for courses or other postsecondary units taken by the participant:
   A. That are in excess of the requirements for completion of a baccalaureate program.
   B. That are taken more than five (5) years after the student’s first semester of participation in the program, except in hardship circumstances as determined by the State Regents. Even when such a hardship is found to exist, in no event shall the participant receive benefits after the participant has been enrolled for a five (5) year cumulative time period.

2. Program benefits shall be awarded to not less than 300 eligible participants without any limitation on the number of awards in any year other than the amount of funds available for the program and the number of eligible participants. [70 O.S. §2625]

3. If sufficient funds to provide awards to all eligible participants are not available or if there are more than 300 eligible applicants, the State Regents shall make awards based upon need.
   A. For all academic years, participants who have previously received awards shall be given an absolute priority for continued financial support by the Program, superior to any residents who are applying for such benefits for the first time.
   B. Thereafter, the order of preference of the applicants for awards based upon need shall be determined by the State Regents using the following factors:
      i. the family income of the applicant from taxable sources is not more than Seventy Thousand Dollars ($70,000.00 per year),
ii. the applicant attended a Tulsa public school where seventy-five percent (75%) or more of the students enrolled in school qualify for the free and reduced lunch program, and

iii. the applicant resides in a census block area within the City of Tulsa where thirty percent (30%) or more of the residents are at or below the poverty level established by the United States Bureau of the Census. [70 O.S. §2622]

C. When the factors listed above prove inadequate to narrow the pool of applicants sufficiently, the State Regents may consider, as an additional order of preference factor, whether the applicant is a direct lineal descendant of a person who resided in the Greenwood Area in the City of Tulsa on April 30 through June 1, 1921.

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

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

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

(c) Disbursement. Funds will be disbursed from the Tulsa Reconciliation Education and Scholarship Trust Fund to the institution at which the student is enrolled.

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

(e) Application.

(1) Students must fully complete an application form provided by the State Regents.
(2) Applications will be accepted throughout the school year.
(3) Applications must be received by the State Regents no later than June 30 preceding the award year.
(4) Any falsified or incomplete information on the application form may result in disqualification from the Program.

[Source: ]
610:25-28-5. Trust funds
(a) The Oklahoma State Regents for Higher Education will serve as the Board of Trustees for the Tulsa Reconciliation Education and Scholarship Trust Fund. The Board will invest the trust corpus in a reasonable and prudent manner, subject to further limitations and safeguards provided in existing, applicable State Regents’ investment policies.
(b) The Trust Fund principal shall consist of monies the Legislature appropriates or transfers to the Oklahoma State Regents for Higher Education for the Trust Fund and any monies or assets contributed to the Trust Fund from any other source, public or private. [70 O.S. §2626(C)]
(c) Both the trust capital and earnings income for the trust funds will accrue to the fund and may be used only for the scholarship awards.
(d) The State Regents may, at the time an award is made on behalf of a Tulsa Reconciliation Education and Scholarship Program participant, set aside in the Trust Fund funds for the full commitment made to such participant.

[Source: ]
AGENDA ITEM #14:

Social Justice

SUBJECT: Students with Disabilities

RECOMMENDATION:

This report is presented for information purposes only.

BACKGROUND:

The Americans with Disabilities Act (ADA) is a federal civil rights statute, enacted in 1991, that prohibits discrimination against persons with disabilities. It requires that otherwise qualified persons with disabilities be “reasonably accommodated” in a variety of employment, transportation, and public accommodation settings. Institutions of higher education are subject to the ADA.

Two years ago the Legislature established a Task Force to inquire into the sufficiency of State agency grievance procedures for resolving disputes under the ADA. The Chancellor is a member of the Task Force and has provided leadership in coordinating the higher education community’s response to the Task Force.

In response to the Task Force’s request for information, the staff has surveyed State System institutions to obtain information about their grievance procedures. The survey also asked questions about the number of students with disabilities served by institutions, the number of staff involved in providing those services, and the overall costs to institutions of ADA compliance. Although the survey is incomplete (a few institutions did not respond) and therefore not definitive, the results are interesting from a number of perspectives.

POLICY ISSUES:

The ADA does not require changes in the essential requirements of programs. It does, however require clarity about those requirements. State Regents’ academic policies are most likely to come into play when students request course waivers. The most significant fiscal issue for institutions is the fact that the cost of supporting students with disabilities is higher than for most other students.
ANALYSIS:

A synopsis of the survey results, covering the years 1999-2001, provided as a supplement. Among the most interesting findings pertaining to the responding public institutions are the following:

- Nearly 2500 self-identified students with disabilities are served by State System institutions, nearly half of whom have a learning disability or attention deficit disorder (ADD).

- Other disabilities reported include ortho/mobility, deafness, visual, medical, mental, etc.

- Students with disabilities are likely to attend a relatively small number of institutions that (a) meet specific programming needs and/or (b) have a campus culture supportive of such students.

- Nine public institutions reported that they provide support services for students with disabilities beyond those mandated by the ADA.

- Approximately 188 faculty and staff (about 70% are part-time) are employed in the State System to provide support for students with disabilities.

- The average annual cost to State System institutions is substantial (averaging over $2 million dollars for the three-year period). Approximately 90% of the total cost comes from institutional funds; the remainder, from external sources.

- Architectural accommodations and program services are the two most costly categories of expense (each averages approximately $1 million dollars annually)

This information should be shared with the relevant advisory councils and institutional commentary on the implications of this data should be solicited. The survey should be refined to ensure that it captures comprehensive and useful data for planners and policy makers.
AGENDA ITEM #15:

Cash for College Telecast

SUBJECT: Report on Telecast and results.

RECOMMENDATION:

It is recommended that the State Regents accept the report on the “Cash for College” Telecast and direct staff to pursue follow-up events.

In support of the 2001-2002 State Regents’ Workplan to study and restructure Oklahoma tuition and financial aid, the State Regents approved at their October 26, 2001 meeting, the co-sponsorship of the OETA Telecast. The live telecast was held on the evening of Thursday, January 17 and by OETA measuring methods, was considered very successful. This was a first of its kind in Oklahoma, hosted at the OETA studios and facilitated in large part by GSL and OSRHE staff and by members of the Oklahoma Association of Student Financial Aid Association.

OETA production staff has written that production went smoothly and that it was a well-received program. OETA terms the overall 2.9 Nielsen rating and the 3.2 rating for the first quarter hour as a “great success.” There were as many as 105,000 viewers.

Further, during the 58 minutes of the actual telecast, the “Cash for College” phone bank volunteers took 401 calls. With the phone bank consisting of 24 phones this means that approximately 1,392 minutes of talk time was available. An individual on the phone bank on average handled 16.7 calls each. The average call lasted approximately 3.5 minutes each. OETA advises the phone bank was at or near capacity during the whole program.

Volunteers answered another 36 calls immediately after the telecast ended, bringing the total phone calls taken to 437. Anecdotally, calls were also received from the bordering states of Texas, Kansas and Arkansas.

Improving upon typical telecast phone bank lines, the OSRHE provided a permanent phone line for the telecast and then transferred the line back to OSRHE afterward for continued coverage beyond the telecast with staffing provided by the Student Information Hotline staff of OSRHE.

Further improving on typical help-style telecasts, OSRHE received a live video stream of the complete telecast and has now made it available on its website at www.okhighered.org/cashforcollege
Guaranteed Student Loan executive staff met recently with members of the Oklahoma Lenders Advisory Council, Inc., many of whom helped sponsor the event. GSL received very positive feedback about the telecast. OLAC, Inc. wishes to sponsor other events like this in the future.

In addition to OSRHE and Guaranteed Student Loan Program sponsorship of $5000 each, other sponsors contributed an additional $19,750 for a total of $29,750 toward the OETA-estimated costs of production and promotion of the “Cash for College” telecast. The OETA projected costs totaled $25,096 for production and basic advertising. The additional funds raised were applied to additional advertising, specifically, to Cox cable ads for both the Oklahoma City and Tulsa broadcast areas.

Other sponsors were: TIAA-CREF; Stillwater National Bank; NELnet Educational Services; Oklahoma Student Loan Authority; Student Loan Marketing Association; Bank of Oklahoma; BancOne; Arverst Bank; Tinker Federal Credit Union; Local Oklahoma Bank.

A cross section of 18 public, private, 2-year, 4-year, comprehensive, technology centers and proprietary schools were represented by the phone bank volunteers and by those interviewed in the telecast. Interviews also involved State Treasurer Robert Butkin and IRS taxpayer advocate David Stell.

Content highlights of the telecast included an enthusiastic kick-off by Chairman Mayer and Chancellor Brisch who focused on Brain Gain 2010, encouraging Oklahomans to pursue opportunity in the form of education and endorsing the commencing of Financial Aid Awareness Week proclaimed by the governor. They were followed by interviews with members of the student aid community covering topics such as types and nature of federal and state aid, application processes, myth-breaking information about college costs, and aid availability and access to higher education. The telecast also addressed avoiding scholarship scams, participating in the Oklahoma College Savings Plan, GEAR UP and receiving IRS tax education credits. Special emphasis was made on OHLAP and SmartStart with the assistance of OHLAP scholar and Rose State student Josh Holland as he was interviewed along with Bryce Fair. Gwin Faulconer-Lippert, a frequent host for OETA’s Festival and Communications instructor at Oklahoma City Community College, served as the telecast host and managed a large volume of information and number of guests in a very professional and positive manner.

Production for the telecast performed by non OETA staff consisted of scripting, selecting telecast topics, recruiting and coaching participants for interviews and phone bank, securing sponsorship, participating in planning meetings with OETA staff, providing graphic, format and factoid content information and participant name lists to OETA staff, producing and sending supplemental advertising materials to state superintendents, high school principals and counselors. These tasks were performed by Katherine Benton, Seminole State College, Rick Edington, Associate Director of OGSLP and Mary Mowdy, Executive Director of OGSLP. Additionally, arrangements for live the webcast, significant website management and telecast phone line connections were performed by Kurt Snodgrass, Teri Simonton and Kevin Callahan.
AGENDA ITEM #16:

Accountability – Rankings and Ratings.

SUBJECT: “Unequal Opportunity: Disparities in College Access Among the 50 States”, a report by the Lumina Foundation

RECOMMENDATION:

For information purposes only.

BACKGROUND:

On January 7, the Lumina Foundation for Education released a national report entitled “Unequal Opportunity: Disparities in College Access Among the 50 States”. The report evaluated colleges and universities for “admissibility”, “affordability”, and “accessibility” (which is a product of admissibility and affordability).

The motivation behind the report is a concern that state higher education policymakers maintain and enhance access to higher education for all students capable of succeeding in college, especially low income students.

POLICY ISSUES:

The report provides another external measure relevant to the State Regents’ Brain Gain 2010 initiative to increase the number of college graduates in Oklahoma.

ANALYSIS:

Following are some of the findings of the report related to Oklahoma higher education:

- Oklahoma’s college-going rate was 49% in 1998, one of the lowest in the nation. The State Regents’ goal is to reach 60% by 2010.

- The report indicates that 96% of Oklahoma’s public colleges and universities as generally admissible and credits the large percentage to Oklahoma’s substantial community college presence. [Note: The figure should actually be 100%. Inappropriate admissions data was used for Oklahoma State University resulting in it receiving an “inadmissible” rating.]
• The report indicates 81% of Oklahoma’s public higher education institutions were considered affordable for low-income adult students.

• At 72%, Oklahoma was tied for 7th in the nation in the percentage of public and private institutions that are generally accessible for dependent students from low-income households.

• In general, higher education is less accessible to adult students, whether low- or median-income, than traditional age college students.

• As expected, higher education is less accessible to low-income students, whether traditional age or adult, than median-income students.

• Oklahoma is one of only three states that improved between 1990 and 1999 on the appropriation of state tax funds for higher education per $1,000 of personal income.

Implications:

• This report confirms that Oklahoma’s public higher education system is one of the most affordable and accessible systems in the country.

• However, despite a comparatively open and affordable higher education system, Oklahoma still trails national averages in measures such as high school-to-college-going rates. Thus, the report reinforces State Regents’ current initiatives to increase the number of high school students enrolling in college through programs such as GEAR UP and the Oklahoma Higher Learning Access Program (OHLAP).

• The report emphasizes the need to focus student aid on those with financial need. This supports the recommendations of the Task Force on State Scholarship and Student Aid Grant Programs to fully fund existing state student aid programs before creating any additional programs, especially merit-based scholarship programs. Both the Oklahoma Tuition Aid Grant (OTAG) program and the rapidly-growing OHLAP program provide aid to students with the least ability to afford college expenses.
AGENDA ITEM #17:

Reports

SUBJECT: High School Indicators. Reports required by 1989 legislation relating to (1) high school to college-going rate by high school site, (2) performance of college freshmen by high school site, and (3) ACT performance by high school site.

RECOMMENDATION:

It is recommended that the State Regents accept the reports of the High School Indicators Project and approve transmittal.

BACKGROUND:

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

ANALYSIS:

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

Two of these reports (high school to college-going rate report and headcount, semester hours, and grade point average of first-time freshmen report) are contained within this agenda. The remaining report (remediation rates report) will be presented at the April 4, 2002, State Regents’ meeting. The mean ACT scores report was approved at the December 7, 2001, meeting.

Headcount, Semester Hour and GPA Report

The headcount, semester hour, and grade point average (GPA) report provides academic year headcount, semester hour, and cumulative GPA information on 17-, 18-, and 19-year-old first-time-entering freshmen. For each county, district, and high school site the total headcount, total semester hours, headcount by GPA (0.0-1.6, 1.7-1.9, 2.0-2.9, 3.0+), and semester hours by GPA
are provided by individual public institutions of higher education and higher education tier. Seven out of ten of the 2000-2001 college freshmen who were 1999-2000 high school graduates earned a 2.0 or higher GPA their freshmen year.

High School to College-Going Rates of Oklahoma High School Graduates

The report of high school to college-going rates of Oklahoma high school graduates includes each of the last three years and a three-year average. It lists the following information by county, district, and high school site: (1) the average number of high school graduates; (2) the average number of high school graduates who went directly to college the following academic year, which is known as the linear college-going rate; and (3) an average of the number of high school graduates who attend college directly out of high school plus the number who delay entry one year or more, which is known as the combined college-going rate. One out of every two 2000 high school graduates went to college the following academic year.

Supplements
AGENDA ITEM #18:

OneNet

SUBJECT: Acceptance of donated telecommunications software and hardware.

RECOMMENDATION:

It is recommended that the State Regents authorize the Chancellor to receive contributions of telecommunications software and hardware from Polycom, Inc. in an effort to support network videoconferencing enhancements related to Internet-based videoconferencing standards established under the H.323 protocols.

BACKGROUND:

OneNet is the state’s telecommunication network operated by the Oklahoma State Regents for Higher Education in conjunction with the Office of State Finance. Since 1997, telecommunications activity has increased significantly due to Internet-based videoconferencing capabilities known as H.323. The ease-of-use and cost effectiveness of the H.323 platform have been major components of the growth. Further, in October 2001, Polycom awarded OneNet the distinction of being one of the busiest teleconferencing networks in the world.

As OneNet expanded the H.323 videoconferencing platform throughout the network, equipment vendors became increasingly interested in testing their appliances on the integrated, IP-based network. Specifically, non-disclosure agreements between the vendors and OneNet have created a framework for ongoing partnerships and dialogue in the development of this videoconferencing standard. To date, more Polycom endpoints have been deployed on the network than any other manufacturer – increasing the importance of the donation of the Global Management System by Polycom.

The Visual Concert FX is important to OneNet clients who deploy Polycom endpoints in that the device will allow a computer signal to be sent across a videoconference connection and be displayed on the other end in high resolution. This will provide for increased resource sharing for distance learning and videoconferencing activities.

OneNet values the recent donation of the equipment and software by Polycom and this donation further highlights the network’s efforts related to testing and engineering feedback. In addition,
OneNet staff have suggested several new features that are now incorporated in the Polycom products.

**POLICY ISSUES:**

The receipt of the computer hardware, equipment and technical support is consistent with State Regents policies as contemplated by the State Regents’ “Rules of Operations” (II-1-25.1) and 70 O. S. 1991, Section 3206 (I) which provides for the acceptance of property from corporations.

**ANALYSIS:**

The GMS package will provide a Global Address Book for Polycom units throughout the statewide network. In addition, the management software can be used to configure and troubleshoot Polycom systems and has the ability to update the software versions of previous Polycom system. The GMS software has a manufacturer’s suggested retail price of $50,000.

The Visual Concert FX device will allow a computer signal to be sent across a video conference connection and be displayed on the other end in high resolution. This device will be most effective when used in a connection between similar Polycom systems. The Visual Concert FX has a manufacturer’s suggested retail price of $1,500.
AGENDA ITEM #19:

State Regents’ Workplan

SUBJECT: Status report on Regents’ 2001-2002 Workplan

RECOMMENDATION:

It is recommended that the State Regents accept the status report on their 2001-2002 Workplan

BACKGROUND:

At the December 2000 State Regents’ meeting, the board approved a 2001-2002 workplan that builds on the gains of the past 13 years of greatly improved student preparation and improved quality and efficiency of the State System. An additional item was added at the February 2001 meeting.

POLICY ISSUES:

The mission adopted by the State Regents in 1990 continues to drive workplan priorities:

...building a “nationally competitive system of higher education that will provide educational programs and services universally recognized for excellence, expand frontiers of knowledge, and enhance quality of life.

Among State Regents’ duties, is the responsibility for long-range higher education planning. Adoption and announcement of a two-year workplan reflects the direction of Regents’ work and provides an opportunity for the public and all higher education constituencies to be aware of and involved in the development of specific plans, practices, and policy.

ANALYSIS:

A copy of the State Regents’ 2001-2002 Workplan is attached. An update will be provided at the time of the February 7 meeting. The report will highlight key workplan accomplishments, additional and unanticipated work that competed with the workplan priorities, and the focus for bringing work to completion or an acceptable status by the end of 2002.

The top four items on the workplan are 1) Brain Gain 2010, 2) Economic Development, 3) Tuition/Financial Aid, and 4) Accountability. Substantial progress has been made in each of these four areas. At the same time, progress has been made in most of the other ten workplan items.

Attachment
Workplan

January 2001

to

December 2002

Oklahoma State Regents for Higher Education
State Capitol, Oklahoma City
After implementing recommendations made by the 1997 Citizens’ Commission on the Future of Oklahoma Higher Education and Technology 2000, the State System is well prepared to serve Oklahoma in the 21st Century. Dominating the 2001-2002 higher education agenda is Brain Gain 2010, a strategy announced by the State Regents in 1999 to put Oklahoma’s intellectual capital (and economic well-being) above that of the nation. Workplan items will advance the Brain Gain goal and will focus on improved preparation of traditional and adult students.

The State Regents’ priority program contains two sections. The boxed section represents top priorities seen by the State Regents as essential in the board’s work for the coming two years. Work on these items will be the highest priorities. The second section contains other priority projects. While the program informs the public as to the focus of the State Regents’ work as well as the philosophy underlying the board’s actions, the program does not represent the full scope of the work of the State Regents’ office. Further, it should be recognized that the workplan is a fluid document subject to change.

1. **BRAIN GAIN 2010.** Aggressively pursue state and nonstate funds to increase the number of Oklahomans with a college degree to above the national average. Utilize strategies detailed in Brain Gain 2010 and expand on the following:

   K-12 students.
   - Help students, parents, teachers, and counselors to improve academic and career preparation and strengthen K-12 curriculum with improved use of student performance/preparation data.
   - Give more academic support for K-12 students and teachers through the use of mentors and tutors and improved teacher professional development.
   - Focus on math curriculum and preparation to improve low performance.
   - Broader concurrent enrollment opportunities for all high school students who can benefit by early college attendance.

   College students (Traditional and Adult).
   - Improve the reporting and use of student assessment, focusing particularly on outcomes assessment or the capacity of college graduates to enter the workforce.
   - Improve the retention and articulation of college students.
   - Review and strengthen system policies and work with institutions to strengthen student services and academic practices/curriculum. Particularly focus on web-based learning.
   - Continue work with the Council on Adult and Experiential Learning (CAEL) and the Pew Foundation to certify select Oklahoma institutions as Adult Learner Friendly Institutions (ALFI).

2. **ECONOMIC DEVELOPMENT**
   - Improve response time to business and industry and provide higher education courses and services in a format that will meet industry and adult learner needs.
   - Develop courses and training tailored to meet industry need, and build consortia of institutional providers to meet state and national training needs.
   - Implement ACT Centers statewide to supplement Oklahoma training coursework and services with courses and services from nationally recognized providers.
   - Capitalize on OneNet to create intra- and inter-state consortia for training and to deliver courses and services to industry.
   - Coordinate with the Dept. of Commerce to identify and announce high growth occupational areas, and set policy and incentives to increase graduate production in targeted areas.
   - Solicit the guidance and leadership of industry. Establish a business and industry advisory council. Commence such programs as “Brain Gain Employers” who are dedicated to the education of employees and support of higher education statewide.

95
- Make competitive economic development grants of one-time funds to institutions for the purpose of quick program and service start-up.
- Increase the number of internships offered to college students and advertise them on Oklahoma Marketplace.
- Implement recommendations made by the Systemwide Business Program and Economic Development Review

3. TUITION/FINANCIAL AID. Study and restructure Oklahoma tuition and financial aid with the objectives of 1) increasing the number of college graduates in the state, 2) establishing an appropriate tuition/aid strategy that avoids state subsidy to those who can afford to pay and loss of federal revenue, 3) redefining an "equitable" student contribution, 4) enhancing higher education revenue and quality, and 5) creating a better public awareness and process for setting tuition strategy.

4. ACCOUNTABILITY. Improve the State Regents' comprehensive higher education report card 2000. Use the Regents' report card, the December 2000 national report card on higher education state-by-state, and federal reports required by the Workforce Investment Act and the Perkins Act as the basis for analysis and policy direction. Set, reach, and regularly report on measurable outcomes in reaching Brain Gain 2010 goals.

5. LEVERAGING OF STATE RESOURCES. Aggressively seek federal and private funding to advance the state funded higher education agenda.

6. SERVICE LEARNING. Establish and support an Oklahoma Campus Compact comprised of every Oklahoma public and independent college and university for the purpose of promoting and advancing organized involvement of college students in community service and service learning programs.

7. SOCIAL JUSTICE. Develop and announce a state and national model for equity of student preparation.

8. TECHNOLOGY/ONENET.
   - Develop a strategic plan for OneNet detailing goals and cost of maintaining and enhancing services to education and government, private sector partnerships, and commercialization.
   - Continue implementation of technology recommendations made in Technology 2000 and by the 1997 Citizens' Commission report, including recommendations relating to laptop universities, curriculum development, faculty technology training, web-based learning, and new master leasing opportunities.

9. TEACHER EDUCATION. Continue implementation of teacher education reforms including updates of the teacher supply and demand study, articulation of courses from two-year colleges, and implementation of the teacher loan repayment program.

10. BUSINESS PROGRAMS. Continue implementation of recommendations to enhance business programs.

11. ENDOWMENT PROGRAM. Conduct a comprehensive review of the State Regents' Endowment Program to determine whether program objectives are being met and whether program revisions are necessary.
12. PRIVATIZATION. Engage external expertise in identifying further privatization possibilities in Oklahoma higher education.

13. EFFICIENCIES. Seek additional System efficiencies through a) use of technology to import/share courses and reduce course duplication or start-up, b) use of technology to share administrative resources, c) amending State Regents' function policy which establishes the unique assignment and niche for each college and university.

14. OKLAHOMA EDUCATION INFORMATION SYSTEM (OEIS). Upgrade of the State Regents' Unitized Data System (UDS) into a web-based, data warehouse. Investment in the new interactive information system will improve higher education responsiveness and accountability and enable institutions to access and use data for planning.

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OKLAHOMA HIGHER EDUCATION MISSION AND GOALS*

| MISSION |
The mission of the Oklahoma State Regents for Higher Education is to build a nationally competitive system of higher education that will provide educational programs and services universally recognized for excellence, expand frontiers of knowledge, and enhance quality of life.

GOAL 1 LEADERSHIP

The State Regents, Chancellor, and state higher education leaders will infuse the System with the spirit of success, focusing on: Ethics, Vision, Public Support, and Partnerships.

GOAL 2 EXCELLENCE

The State Regents, Chancellor, and state higher education leaders will promote excellence in instruction, public service, and research, focusing on: Academic Excellence; Free Inquiry; Access, Success, and Social Justice; Cultural Advancement; Research; and Economic Development.

GOAL 3 SYSTEM EFFICIENCY

The State Regents, Chancellor, and state higher education leaders will maximize the use of all available resources in the efficient and effective delivery of higher education programs and services, focusing on: Mission, Centers of Excellence, and Effectiveness and Accountability.

* Excerpts from Statement Approved September 24, 1990, by the Oklahoma State Regents for Higher Education
AGENDA ITEM #20:

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 and programs have received the following state and national recognitions:

- Oklahoma is one of twelve states selected through the Oklahoma State Regents for Higher Education to participate in the State Higher Education Executive Officers Teacher Quality Initiative sponsored by the Carnegie Corporation. The teacher quality reform effort will provide resources to states that have made recognized teacher education reform commitment and progress.

- The State Regents’ Scholar-Leadership Enrichment Program has received its 8th national “Award of Distinction” for The Power of Ideas interview with Senator Cal Hobson on “Politics and Prisons.” The program will air in Oklahoma on Monday, February 11, at 10 p.m. on public television.

- Chancellor Hans Brisch was honored by the University of Phoenix in January with the establishment of an annual “Hans Brisch Access to Success Award.” The award, named in honor of Chancellor Brisch, is presented to a corporation whose educational values mirror the academic philosophy for student success that Brisch has fostered over his 14 years as Oklahoma Chancellor. The first annual award was made to Bama Companies.

- Bill Shafer was featured in a fall 2001 edition of “Computerworld” in an article titled “Schools Deploy Big Pipes as Internet Usage Skyrockets.” The article highlights the extraordinary partnership of government and private telephone companies to establish the state’s telecommunication network.

- The Oklahoma Higher Learning Access Program (OHLAP) was highlighted as a model program in “Access and Affordability: Refocusing Financial Aid in Maryland” produced by the Maryland Higher Education Commission and the American Institutes for Research, in September.
• Dr. Phil Moss has been appointed to the National Network of Libraries of Medicine’s Regional Advisory Committee whose purpose is to advance the progress of medicine and improve public health by providing all U. S. health professionals equal access to biomedical information.

• Dr. Phil Moss presented a session on “Internet 2: New Resources for Collaboration” at A Festival of Academic and Instructional Resources on January 15 at Oklahoma City Community College.

• Dr. Dolores Mize has been appointed as Chair of the Title II Committee by the United States Department of Education’s Office of Elementary and Secondary Education.

It is recommended that the State Regents accept this report and commend staff for state and national efforts noted above.
AGENDA ITEM #21:

Executive Session

SUBJECT:

*Item will be presented orally.*
AGENDA ITEM #22-a (1):

Program Modifications.

SUBJECT: Approval of institutional requests.

RECOMMENDATION:

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

BACKGROUND:

University of Central Oklahoma (UCO)
- 1 degree program name change
- 1 degree program requirement change
- 2 degree program option name changes
- 3 option additions
- 1 option deletion

Murray State College (MSC)
- 2 option additions

Oklahoma State University Technical Branch – Oklahoma City (OSUTB-OKC)
- 1 degree program name change
- 2 option additions

Oklahoma State University
- 1 degree program name change
- 3 option additions

POLICY ISSUES:

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

ANALYSIS:

UCO – Bachelor of Fine Art in Dance Education (173)

Degree program name change and increase minimum GPA:
- Change degree program name to Bachelor of Fine Art in Dance;
• Increase the GPA from 2.0 to 2.5 to be consistent with other performance degrees in the College of Arts, Media, and Design;
• Name change more reflective of curriculum; and
• No new funds will be required.

UCO – Bachelor of Fine Art in Art (003)

Degree program option name changes and add “art history” option:
• Change degree program option names from “graphic arts” to “2dimensional studio” and change “formation arts” to “3dimensional studio” options;
• Add “Art History” option;
• Support course requirements will be restructured to update program curriculum;
• Option name changes are more reflective of current practice in the discipline; and
• No new funds will be required.

UCO – Bachelor of Fine Art in Theatre Arts (178)

Degree program option addition:
● Add “theatre education studies” option;
● Modification provides more avenues of employment for students, such as public and private schools, senior adult centers, arts academies, and recreation camps;
● No new courses will be added; and
● No new funds will be required.

UCO – Master of Education in Reading (063)

Degree program option deletion:
● Delete “Reading – Bilingual” option;
● Few students have enrolled in the option since it was added in 1985 and none are currently in the program;
● Due to curriculum restructuring, UCO requests to move this option to the Master of Education in Education with more emphasis on bilingual education and teaching English as a second language;
● No courses will be deleted; and
● No funds will be available for reallocation.

UCO – Master of Education in Education (165)

Degree program option addition:
● Add “bilingual education/Teaching English as a Second Language (TESL)” option;
● Restructured curriculum resulted in UCO’s request to add this option for teachers of English as a second language and bilingual educators and delete the bilingual option under the Master of Education in Reading to better meet the needs of students;
● No new courses will be added; and
No new funds will be required.

MSC – Associate in Applied Science in Business Management (022)

Degree program option additions:
- Add “business/office technology” and “medical office assistant” options;
- Modification reflects efforts to align programs to better meet the needs of students;
- MSC has requested to delete the Business/Office Technology degree program (see Program Deletion agenda item);
- No curriculum changes will be effected; and
- No new funds will be required.

OSUTB-OKC – Associate in Applied Science in Early Care Education and Administration (081)

Degree program name change and option additions:
- Change degree program name to Associate in Applied Science in Early Care Education;
- add “administration” and “master teacher” options;
- Modification more accurately reflects the nature and content of the degree program;
- Five new courses will be added for the “master teacher” option; and
- No new funds will be required.

OSU – Master of Science in Health, Physical Education, and Recreation (117)

Degree program name change and option additions:
- Change degree program name to Master of Science in Health and Human Performance;
- add “health promotions,” “applied exercise science,” and “physical education” options;
- Modification more accurately reflects the nature and content of the degree program and is consistent with OSU’s desire to differentiate health and physical science disciplines as independent from leisure studies (see New Program Request agenda item);
- No new courses will be added; and
- No new funds will be required.
AGENDA ITEM #22-a (2):

Program Suspensions.

SUBJECT: Ratification of approved institutional requests to suspend degree programs.

RECOMMENDATION:

It is recommended that the State Regents ratify the approved institutional requests to suspend existing academic programs, as detailed below.

BACKGROUND:

The University of Oklahoma (OU) requests authorization to suspend the Master of Natural Science (181).

Oklahoma State University Technical Branch – Oklahoma City (OSUTB-OKC) requests authorization to suspend the Certificate in Freelance Writing (078) and Certificate in Systems Maintenance Administration (051).

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:

University of Oklahoma

OU requests suspension of the Master of Natural Science program, which is housed in the College of Arts and Sciences. This program has had low enrollment; however, the faculty of the College of Education indicates it is an important option for their students and a unique program, as it allows teachers who hold a valid Oklahoma Standard Science Teaching Certificate to enhance their training and credentials. College of Education faculty will work with natural sciences faculty to review the program and develop a plan for increasing enrollment.

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 OU will reinstate or delete the program within one year (by February 2003).
Oklahoma State University Technical Branch – Oklahoma City
OSUTB-OKC requests suspension of the freelance writing certificate. This program has had sporadic enrollment and no graduates. Institutional staff will further investigate the viability of the program before determining its future. No curriculum will be affected.

OSUTB-OKC requests suspension of the systems maintenance administration certificate. This program is a part of the heating, ventilation and air conditioning (HVAC) program and under review by OSUTB-OKC faculty. Until the future of the HVAC program is determined, the certificate will be suspended. No students are currently in this program, and no curriculum will be affected.

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

Authorization was granted by the Chancellor for the above requests. State Regents’ ratification is requested.
AGENDA ITEM #22-a (3):

Programs.

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

RECOMMENDATION:

It is recommended that the State Regents approve the University of Science and Arts of Oklahoma’s (USAO) request for final approval of the Bachelor of Fine Arts in Art (039) and Eastern Oklahoma State College’s (EOSC) request for final approval of the Associate in Science in Environmental Science/Natural Resources (067), and the extension of the review schedule of programs for Oklahoma City Community College’s (OCCC) Associate in Applied Science in Surgical Technology (114).

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.

The attached chart (Attachment A) outlines the criteria, productivity, and recommendations for the degree programs. A summary of the recommendations is provided below.

POLICY ISSUES:

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

ANALYSIS:

As noted above, the following recommendation is included in Attachment A, which lists the degree programs, dates of approval, criteria established by the institution and approved by the State Regents, productivity levels and status of other criteria, and the recommendations for the programs.
Recommendation: Final Approval

University of Science and Arts of Oklahoma
• Bachelor of Fine Arts in Art (039)

This program exceeded the established criteria. Final approval is recommended.

Eastern Oklahoma State College
• Associate in Science in Environmental Science/Natural Resources (067)

This program met the enrollment requirement, but did not meet the graduate productivity criteria by one student. The program has demonstrated success, enrolling 25 majors, but graduated 4, rather than 5 students in 2000-2001. It should be noted that EOSC graduated 11 students from the program in 1999-2000 and would have met the criteria had one student completed a zoology course. Given that the program is supported by existing courses with substantial enrollments at no additional cost, final approval is recommended.

Recommendation: Review Schedule Extension

Oklahoma City Community College
• Associate in Applied Science in Surgical Technology (114)

This program did not meet the enrollment requirement of 15 students in fall 2000, however, enrollment surpassed the requirement in spring 2001 (17 students enrolled). The program did not meet the graduate productivity criteria of 10 graduates. The program graduated 7 students. OCCC established cooperative agreements for this program with Metro Tech in June 1997 and Moore-Norman Technology Center in March 2001, which increased enrollment, and are expected to strengthen the program’s graduation rates. However, students in the field are generally hired prior to graduation and change to part-time students. As a result, the time-to-degree is extended. OCCC requests the graduate criterion be changed to 8 students for 2002-03.

Employers and students are surveyed to measure satisfaction with the program preparation. Students are surveyed at the conclusion of their training and again two months later. Employers are surveyed six months after the student is placed in a position. Students are being placed in positions within the field at a rate of 95 percent, and 94 percent of employers are satisfied with the training provided. These results meet program criteria. Eighty-six percent of the students indicate they are satisfied with the training they received. This falls four percentage points short of meeting the 90 percent student satisfaction goal. Faculty are investigating to discover avenues to increase student satisfaction with the training received through the degree program.

Faculty indicates national certification testing is costly, and not required to work in Oklahoma, thus students are not taking the national exam. As a result, national testing data are not appropriate indicators of success for the program. The institution requests
approval to change the national testing pass rate (72 percent) criterion to an institutional testing pass rate criterion. The institution provides a mock test based on the national certification exam as part of the capstone course for the program. The revised criterion will require pass rates of 85 percent or higher on mock certification exams within the capstone course for the program.

Given that the program is viable, meets a workforce demand for qualified healthcare professionals, and satisfies the expectations of employers, an extension of the review schedule with the specified stipulations is recommended.

The extension of the review schedule stipulates that continuation of the degree program beyond fall 2004 will depend upon the program meeting the following criteria:

Stipulations (spring 2004)
- Students enrolled: 15 in fall 2003
- Graduates: 8 in 2003-04
- Testing pass rates on mock certification exam within the capstone course meeting or exceeding 85 percent
- Employment Rates: 95 percent of graduates placed or employed
- Satisfaction: 90 percent of graduates and employers satisfied with the training received through the program.

Attachment
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<th>Institution</th>
<th>Program Name</th>
<th>Date Approved</th>
<th>Criteria Achieved</th>
<th>Criteria Achieved</th>
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<td>Bachelor of Fine Arts in Art (039)</td>
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<td>9</td>
<td>75</td>
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<td>Eastern Oklahoma State College</td>
<td>Associate in Science in Environmental Science/ Natural Resources (067)</td>
<td>6/28/96; review extension in 8/27/99</td>
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<td>4 (11 in 1999-2000)</td>
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<td>Oklahoma City Community College</td>
<td>Associate in Applied Science in Surgical Technology (114)</td>
<td>6/27/97</td>
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<td>(1) 95% of graduates placed or employed in the field; (2) 90% graduate and employer satisfaction with training received; and (3) pass rates on national certification tests at or above national average</td>
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AGENDA ITEM #22-b:

Cooperative Agreement.

SUBJECT: Ratification of approved institutional request for cooperative agreement and modifications to existing cooperative agreements.

RECOMMENDATION:

It is recommended that the State Regents ratify Seminole State College’s (SSC) request for a cooperative agreement and request for modifications to existing cooperative agreements, as detailed below.

BACKGROUND:

In 1988, the State Regents approved the “Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges.” The policy was designed to expand Oklahoman’s educational opportunities, and to encourage colleges and technology centers to develop resource-sharing partnerships. The policy guides the creation of cooperative agreements between Oklahoma’s colleges and technology centers. Currently, 356 cooperative agreements (involving 125 associates in applied science programs) are offered through 18 colleges and 29 career technology centers (CTC).

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.

SSC requests authorization for a cooperative agreement with Moore-Norman Technology Center (MNTC). This cooperative agreement will allow students to receive college credit for coursework completed at MNTC toward the Associate in Applied Science in Nursing (110).

SSC requests authorization to modify existing cooperative agreements with Gordon Cooper Technology Center (GCTC) and Wes Watkins Technology Center (WWTC) involving the Associate in Applied Science in Business and Information Systems (114). SSC also requests authorization to modify an existing cooperative agreement with Wes Watkins Technology Center (WWTC) involving the Associate in Applied Science in Applied Technology (120).
POLICY ISSUES:

This action is consistent with the State Regents’ “Guidelines for Approval of Cooperative Agreements” (II-2-107).

ANALYSIS:

SSC requests authorization to establish a cooperative agreement whereby students may earn up to 16 credit hours toward the Associate in Applied Science in Nursing (110) for coursework completed at MNTC.

It is understood that general education courses required for this degree program will be offered at SSC and may be offered on-site at MNTC. These courses may also be offered by SSC through electronic delivery. High school students will be permitted to enroll in accordance with State Regents’ policy.

SSC requests authorization to modify its existing cooperative agreements with GCTC and WWTC involving the Associate in Applied Science in Business and Information Systems (114). The cooperative agreement curriculum has been expanded to provide students more course offerings from which to choose. Up to 18 of 28-34 core requirement credit hours and up to 15 of 18 technical specialty credit hours will continue to be awarded for coursework completed at GCTC or WWTC.

SSC also requests authorization to modify its existing cooperative agreement with WWTC involving the Associate in Applied Science in Applied Technology (120), to include the addition of a telecommunications option. Up to 31 technical specialty credit hours may be awarded for coursework completed at WWTC, consistent with the current agreement for other option areas.

Institutional and CTC faculty and staff will serve on oversight and evaluation committees for the cooperative agreements. The committees will meet at least annually to review course content, relevance, and instructional methods as related to the established course and program competencies.

Approval was granted by the Chancellor. State Regents’ ratification is requested.
AGENDA ITEM #22-c:

SUBJECT:

RECOMMENDATION:

It is recommended that the State Regents ratify the capital allotments made during the period of November 21, 2001, through January 28, 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 November 21, 2001, through January 28, 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 $6,686,246. This total is represented by $3,400,392 in Section 13/New College allotments and $3,285,854 in State Fund allotments.
# ALLOTMENT OF FUNDS FOR CAPITAL PROJECTS

(For the Period of November 21, 2001, through January 31, 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</th>
<th>Allotted</th>
<th>Section 13/New College Amounts</th>
<th>State Fund</th>
<th>Totals by Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oklahoma</td>
<td></td>
<td></td>
<td>650-New College Instruction and Research Equipment</td>
<td>12/21/01</td>
<td>64,071</td>
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<td>600-Section 13 Law Center Renovation</td>
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<td></td>
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<td>650-New College New Faculty Start Up</td>
<td>12/21/01</td>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>392,026</strong></td>
<td><strong>392,026</strong></td>
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<tr>
<td>Oklahoma State University</td>
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<td>295-State</td>
<td>HES Outdoor Learning Laboratory</td>
<td>12/21/01</td>
<td>19,569</td>
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<td>4209</td>
<td>295-State</td>
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<td></td>
<td>4209</td>
<td>295-State</td>
<td>Life Safety Codes</td>
<td>12/20/01</td>
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<td>4209</td>
<td>295-State</td>
<td>Academic Building Renovation</td>
<td>12/21/01</td>
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<td>4209</td>
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<td>Purchase FF&amp;E, Phase II</td>
<td>12/21/01</td>
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<td>600-Section 13 Asbestos Abatement</td>
<td>12/21/01</td>
<td>30,689</td>
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<td>600-Section 13 Reynolds Baseball Stadium Improvements</td>
<td>12/21/01</td>
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<td>600-Section 13 Center for Services to Students</td>
<td>12/21/01</td>
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<td>600-Section 13 Library Annex</td>
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<td>600-Section 13 General Campus Maintenance, OCOMS</td>
<td>12/21/01</td>
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<td>650-New College Police Sci OKC Emergency Vehicle Operations</td>
<td>12/21/01</td>
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<td>600-Section 13 Deferred Maintenance</td>
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<td>650-New College Life Safety Codes</td>
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<td>650-New College ADA Compliance</td>
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<td>600-Section 13 Graphic Arts Studio</td>
<td>12/6/01</td>
<td>1,000,000</td>
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<td>4209</td>
<td>295-State</td>
<td>Graphic Arts Studio</td>
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<td>OSU Technical Branch, OKC</td>
<td>4210</td>
<td>295-State</td>
<td>Turf Management Laboratories</td>
<td>12/20/01</td>
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<td>University of Central Oklahoma</td>
<td></td>
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<td>600-Section 13 Jazz Lab</td>
<td>11/27/01</td>
<td>130,000</td>
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113
<table>
<thead>
<tr>
<th>State</th>
<th>Project Description</th>
<th>Date</th>
<th>Cost</th>
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<tr>
<td>Northeastern State University</td>
<td>Jazz Lab</td>
<td>11/27/2001</td>
<td>40,000</td>
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<td></td>
<td>Broken Arrow Campus</td>
<td>1/8/2002</td>
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<td>Shawnee Street Complex</td>
<td>1/8/2002</td>
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<td>650-New College Renovation &amp; Repair of Buildings &amp; Classrooms</td>
<td>1/8/2002</td>
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<td>Rogers State University</td>
<td>Instructional Furniture &amp; Fixtures</td>
<td>1/8/2002</td>
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<td>Relocation of Maintenance Facility</td>
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<td>Southeastern Oklahoma State University</td>
<td>General Repairs &amp; Renovations</td>
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<td>OK Small Business Development Center</td>
<td>1/8/2002</td>
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<td>Chemistry, Pharmacy &amp; Physics Building Ren.</td>
<td>1/8/2002</td>
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<td>Art Building Renovation</td>
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<td></td>
<td>Chemistry, Pharmacy &amp; Physics Building Ren.</td>
<td>1/8/2002</td>
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<td></td>
<td>Science Building Renovation</td>
<td>1/8/2002</td>
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<td>Fieldhouse Renovation</td>
<td>1/8/2002</td>
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<td></td>
<td>Streets &amp; Parking</td>
<td>1/8/2002</td>
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<td>Total</td>
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<td>1,010,000</td>
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<td>Cameron University</td>
<td>Renovation Nance Boyer Hall</td>
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<td>Total</td>
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<td>25,000</td>
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<td>Langston University</td>
<td>650-New College Equipment</td>
<td>12/21/2001</td>
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<td>Oklahoma Panhandle State</td>
<td>600-Section 13 Vehicles</td>
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<td>Eastern OK State College</td>
<td>Storage Facilities Fine Arts and Plant</td>
<td>12/21/2001</td>
<td>100,000</td>
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<td>Code</td>
<td>Type</td>
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<td>4208</td>
<td>295-State</td>
<td>Science Technology Building</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>70,000</td>
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</table>

Northern Oklahoma College

- Not Required 650-New College Physical Plant Equipment - Enid 11/27/2001 20,000
- Not Required 600-Section 13 Library Acquisitions 11/27/2001 5,000
- Not Required 600-Section 13 Master Lease Debt Service - Enid 11/27/2001 5,000
- Not Required 650-New College Multimedia Creation/Video Editing Lab Equipment 11/27/2001 15,000

Total 70,000 70,000

Northeastern OK State A&M College

- 4217 295-State Institutional Equipment 1/16/2002 50,000
- 4217 295-State Technology Advancement 1/8/2002 30,000

Total 0 80,000 80,000

System Totals 3,400,392 3,285,854 $6,686,246
AGENDA ITEM #22-d:

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 three 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:

Redlands Community College has requested that the allocation for the FY2002 E&G Budget be increased from $6,365,000 to $6,455,030, an increase of $90,030. The supplemental funding for the increase has been generated through the receipt of grant funds and use of carryover funds. The supplemental funding will be used for personnel services, travel, supplies, property, furniture and equipment, and library materials.

Northwestern Oklahoma State University has requested that the allocation for the FY2002 E&G Budget be increased from $14,115,685 to $14,201,976, an increase of $86,291. The supplemental funding for the increase has been generated through the receipt of grant funds and use of carryover funds. The supplemental funding will be used for personnel services, travel, and supplies.
OSU Technical Branch, Okmulgee has requested that the allocation for the FY2002 E&G Budget be increased from $19,733,854 to $19,833,854, an increase of $100,000. The supplemental funding for the increase has been generated through the receipt of the Economic Development Grant. The supplemental funding will be used for personnel services, travel, utilities, and supplies.

Rose State College has requested that the allocation for the FY2002 E&G Budget be increased from $29,873,701 to $30,387,018, an increase of $513,317. The supplemental funding for the increase has been generated through the receipt of grant funds and other income. The supplemental funding will be used for personnel services, travel, utilities, supplies and property, furniture and equipment.

Northeastern Oklahoma A&M College has requested that the allocation for the FY2002 E&G Budget be increased from $11,820,055 to $12,074,085, an increase of $254,030. The supplemental funding for the increase has been generated through the receipt of the grant funds, technical education funds and increased tuition revenue. The supplemental funding will be used for personnel services, travel, utilities, supplies, property, furniture and equipment.
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>
<thead>
<tr>
<th>Institution</th>
<th>Agency No.</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Redlands Community College</td>
<td>241</td>
<td>$90,030</td>
</tr>
<tr>
<td>Northwestern Oklahoma State University</td>
<td>505</td>
<td>$86,291</td>
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<tr>
<td>OSU Technical Branch, Okmulgee</td>
<td>013</td>
<td>$100,000</td>
</tr>
<tr>
<td>Rose State College</td>
<td>531</td>
<td>$513,317</td>
</tr>
<tr>
<td>Northeastern Oklahoma A&amp;M College</td>
<td>480</td>
<td>$254,030</td>
</tr>
</tbody>
</table>

These are fiscal year funds for encumbrance not later than June 30, 2002.
Dated 7th day of December, 2001.

SEAL:

ATTEST:

Marlin “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 February 7, 2002.

Hans Brisch, Chancellor

Duly subscribed and sworn to before me this 7th day of February, 2002.

Notary Public

My commission expires ________________________.
AGENDA ITEM #22-e:

SUBJECT:
   Endowment Trust Fund Annual Distribution

RECOMMENDATION:

   It is recommended that the State Regents approve a distribution in the amount of $25,710 for the University of Oklahoma Health Sciences Brumback Family Professorship in Pathology.

BACKGROUND:

At the meeting of September 14, 2001, the State Regents approved the annual distribution for the endowment accounts. The available distribution for this particular account was held pending further documentation by the University to confirm compliance with requirements of statute and policy. The information has been received and reviewed. Regents’ approval is requested for the distribution.

POLICY ISSUES:

Investments for the Endowment Trust Fund have been made in compliance with the State Regents’ investment policy and relevant State Statutes.

STAFF ANALYSIS:

The State Regents’ investment policy provides that “the investment committee shall determine the distribution...The distribution will not necessarily be equivalent to actual earnings during the year, but to maintain a distribution rate from year to year that, as a goal, will approximate 5 percent of the asset values for the endowment trust fund.”

It is recommended that the State Regents approve the annual distribution of $12,391 for FY01 and $13,391 from carry-forward funds for this professorship.
AGENDA ITEM #22-f:

Minority Teacher Recruitment Center

SUBJECT:

Approval of grants to fund teacher recruitment projects at: Bacone College, Langston University, Mid-America Bible College, Murray State College, Oklahoma City Community College, Oklahoma State University, University of Central Oklahoma, and the University of Oklahoma.

RECOMMENDATION:

It is recommended that the State Regents approve allocation for the Collegiate Partnership Grants and Teaching Conference Grants in the amount of $56,500.00.

BACKGROUND:

The Oklahoma State Regents’ Minority Teacher Recruitment Center grant program is established to reimburse institutions of higher education that provide campus-based recruitment, retention and placement activities designed to assist students who intend to become teachers. Institutions of higher education may apply annually for participation in the Collegiate Partnership program and Special Project grants. A subcommittee of the Minority Teacher Recruitment Center (MTRC) advisory board reviews the applications to determine the institution’s ability to effectively address MTRC’s priorities. Funds come from the Minority Teacher Recruitment Center budget.

POLICY ISSUES:

The Minority Teacher Recruitment Center has a legislative directive (HB2557) to provide and coordinate “…support services to teacher training programs in the state institutions of higher education” and to create activities which “…enhance the image of the teaching profession.”

Collegiate Partnership Grants: To clarify the specific requirements and expectations associated with receiving a Collegiate Partnership Grant, the MTRC and the selected institutions of higher education will enter into a written agreement which includes an approved work plan. Although additional activities may be included in the work plan, the MTRC staff will provide
technical assistance to each grant recipient to assure that work plans include the following components:

- Collaboration with PK-12 school(s)
- Mentoring and tutoring PK-12 students
- Campus visits, and
- Teaching experiences

Five institutions of higher education have been selected by the MTRC Advisory Committee to receive reimbursements up to $10,000.00 contingent upon implementation of an approved work plan which include.

- **Bacone College: Reach to Teach ($10,000)**
- **Langston University: Future Educators Bonanza ($10,000)**
- **Mid-America Bible College: Training Teens Academically for Teaching ($10,000)**
- **Murray State College: Standards for Collegiate Partnership Program ($10,000)**
- **University of Oklahoma: OU-COE Partnership Program ($10,000)**

Currently, the State Regents support seven collegiate partnership grants. These institutions include: Cameron University, Northeastern Oklahoma State University, Oklahoma City Community College, Oklahoma State University, University of Central Oklahoma, University of Arts and Sciences of Oklahoma and The University of Tulsa. Of the aforementioned partnership grants Cameron University, Northeastern Oklahoma State University, Oklahoma City Community College, Oklahoma State University, and University of Arts and Science of Oklahoma are scheduled for renewal in 2002.

**Teaching Conference Grants:** Each year the MTRC sponsors conferences which enhance the teaching profession. The following three conferences are recommended by the MTRC Advisory Committee for funding:

- **Oklahoma City Community College: Seeing is Believing-Early College Awareness ($1,500.00)** – This project will bring ProTeam and Teacher Cadet students from surrounding schools to the campus to demonstrate increased awareness of the technology available to learners and teachers, and visualize themselves as the technologically proficient teachers of the future. Ninety students are expected to participate.

- **Oklahoma State University: Celebration of Teaching Conference ($3,000.00)** – This annual conference features the National Teacher of the Year, Oklahoma Teacher of the Year, National Board Certified teachers and Teacher of the Year finalists. Academically talented students are challenged to enter the teaching profession and give Teacher Cadets the opportunity to experience the university. Three hundred teachers and students are expected to participate.
University of Central Oklahoma: Multicultural Institute ($2,000.00) – Nationally known keynote speakers and presenters highlight this conference on issues and rewards for teaching in a culturally diverse society. Two hundred and fifty participants are expected to participate.

ANALYSIS:

The Minority Teacher Recruitment Center Advisory Committee recommends the Collegiate Partnership Grants and the Teaching Conference Grants be funded as presented above.
AGENDA ITEM #22-g (1):

Chiropractic Education Assistance Scholarship

SUBJECT: Recipients and Awards for 2001-02

RECOMMENDATION:

It is recommended that the State Regents ratify the Chiropractic Education Assistance Scholarship recipients and authorize payment of awards for the 2001-02 academic year.

BACKGROUND:

The State Regents have allocated $45,000 from appropriations made by the 2001 Oklahoma Legislature for the 2001-02 Chiropractic Education Assistance Scholarship. The purpose of the statutorily established program is to provide scholarships to students approved by the Board of Chiropractic Examiners for programs leading to a Doctor of Chiropractic. Eligible Oklahoma residents who are making satisfactory progress toward a degree at an accredited chiropractic college can receive financial assistance of up to $6,000 annually, for a maximum of four annual scholarships.

POLICY ISSUES:

This recommendation is consistent with State Regents' policy (II-6-24).

ANALYSIS:

The Oklahoma Board of Chiropractic Examiners has approved twenty-eight students for the Chiropractic Education Assistance Scholarship for the 2001-02 academic year as reflected below.
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<td>Palmer</td>
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<td>Terry Erin</td>
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<td>Palmer</td>
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$7,649.99

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$14,849.94

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AGENDA ITEM #22-g (2):

Smith Cogeneration Scholarship

SUBJECT: Recipients and Awards for 2001-02

RECOMMENDATION:

It is recommended that the State Regents ratify the Smith Cogeneration Scholarship recipients for the 2001-02 academic year.

BACKGROUND:

Smith Cogeneration, Inc. founded the Smith Cogeneration Scholarship in 1987 to celebrate the groundbreaking of their electric power plant in Oklahoma City. The scholarship was created to symbolize the focus on children and education reflected in the groundbreaking theme: a new generation of power for a new generation of Oklahomans. Five children were awarded a scholarship up to $15,000, which may be used at any accredited public or private university, junior college, or vocational training school within or outside the state of Oklahoma. The Oklahoma State Regents for Higher Education is the trustee of the scholarship fund.

POLICY ISSUES:

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

ANALYSIS:

For the 2001-02 academic year, two scholarship awardees will receive scholarship benefits at Oklahoma colleges. The remaining three recipients have either completed participation in the program, or not enrolled for the 2001-02 academic year. Following is a roster of participants and the award each received for fall 2001.

<table>
<thead>
<tr>
<th>Oklahoma State University Technical Branch-OKC</th>
<th>William Kenyon</th>
<th>$1,875</th>
</tr>
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<tbody>
<tr>
<td>Oklahoma City Community College</td>
<td>Melissa Gabbert</td>
<td>$1,875</td>
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</table>
AGENDA ITEM #22-g (3):

Renee Neuwald Memorial Scholarship

SUBJECT: Recipients and Awards for 2001-02

RECOMMENDATION:

It is recommended that the State Regents ratify the Renee Neuwald Memorial Scholarship recipients and authorize payment of awards to participating institutions for the 2001-02 academic year.

BACKGROUND:

This scholarship has been created by private individuals to honor the lifelong contributions of Renee Neuwald to the teaching profession. The goal of the Renee Neuwald Memorial Scholarship is to provide scholarship opportunities to outstanding students with financial need who are graduates of Tulsa High School for Science and Technology. The State Regents are the fiscal agent for the $1,000 annual scholarship.

POLICY ISSUES:

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

ANALYSIS:

For the 2001-02 academic year, LaShawna Ross attending Bacone College will be awarded the Renee Neuwald Memorial Scholarship in the amount of $1,000.
AGENDA ITEM #22-h (1):

Administrative Procedures Act

SUBJECT: Professional Degree Assistance Grant: Assisting Minority Students in Professional Degree Programs

RECOMMENDATION:

It is recommended that the State Regents give final approval to the revised rules for the Professional Degree Assistance Grant: Assisting Minority Students in Professional Degree Programs, as submitted, and continue the rule revocation process pursuant to the Oklahoma Administrative Procedures Act.

BACKGROUND:

This is a “clean-up” action in a previously discontinued program, required by the Office of Administrative Rules. The State Regents voted on February 9, 2001, to discontinue the Professional Degree Assistance Grant program and reallocated the funds to other programs. The Regents approved revocation of a portion of the APA rules associated with the program. Two sections of the administrative rules were inadvertently omitted from the previous revocation process. This action will correct that error.

POLICY ISSUES:

This action is necessary to implement fully the State Regents’ prior action with respect to this program.

ANALYSIS:

The rule revocation process is as convoluted as that for the adoption or modification of rules. After the State Regents give final approval, the Permanent Rules will be submitted to the Governor and the Legislature for approval.

It is recommended that the proposed rules be approved.
610:25-17-3. Application procedure [REVOKED]
(a) Individuals considering themselves eligible and desiring to participate in the Professional Degree Assistance Grant program must file an application on forms provided for this purpose by the office of the Oklahoma State Regents for Higher Education, 500 Education Building, State Capitol Complex, Oklahoma City, Oklahoma 73105.
(b) Individuals should concurrently apply to the individual institution for a State Regents’ Fee Waiver Scholarship or other equivalent student aid. The Fee Waiver Scholarship or other equivalent student aid must be awarded in order for the Professional Degree Assistance Grant to be considered.
(c) Inquiries regarding the program must be submitted in writing to the Chancellor’s office of the State Regents at the address given in (a) of this Section, and the letter should contain full information about the individual interested in filing an application, including address and telephone number for follow-up contact. Those individuals appearing to be eligible will then be sent an application form to be completed and submitted along with appropriate supporting documents for consideration of the State Regents.
(d) Application will be submitted by the student to the office of the Dean of the professional school at the institution where the student has been admitted for study, and the application must be filed by June 1.
(e) The Dean of the professional school of the institution must endorse the application, provide certification that the State Regents’ Fee Waiver Scholarship or other equivalent student aid has been granted to cover the general enrollment fee in full for the year, and submit the application and supporting certification to the State Regents’ office by 5:00 p.m. July 1.
(f) Applicants approved for assistance will be sent an official letter of notification accordingly no later than one month after the official filing date.

610:25-17-5. Maximum limitations [REVOKED]
Participants in the Professional Degree Assistance Program may receive the grant for the first two years’ professional study only.
AGENDA ITEM #22-h (2):

Administrative Procedures Act

SUBJECT: Teacher Shortage Employment Incentive Program

RECOMMENDATION:

It is recommended that the State Regents give final approval and adopt as Permanent Rules the revised and previously adopted Emergency Rules for the Teacher Shortage Employment Incentive Program (TSEIP), as submitted, and continue the rule approval process pursuant to the Oklahoma Administrative Procedures Act (APA).

BACKGROUND:

Passed during the 2000 legislative session, Senate Bill 1393 expressed intent that the State Regents implement a program that would reimburse student loan expenses for science and mathematics students who teach those subjects in Oklahoma’s public schools for at least five (5) years. Subsequently, in the 2001 legislative session, H.B. 1499 made several changes to the statutes pertaining to the Teacher Shortage Employment Incentive Program. Emergency Rule revisions were necessary to incorporate these changes. On September 14, 2001, the State Regents adopted Emergency Rules to amend the Teacher Shortage Employment Incentive Program in order to provide more specificity and clarity to the rules.

POLICY ISSUES:

Permanent Rules are proposed for adoption to supercede the Emergency Rules, which will expire July 14, 2002. The State Regents adopted the necessary Emergency Rule revisions September 14, 2001. Because the Emergency Rules will lapse on July 14, 2002, Permanent Rules reflecting the Emergency Rule amendments are necessary to preserve the amendments beyond that date.

ANALYSIS:

This action is necessitated by the technical requirements of rule adoption and modification under the APA. The rules submitted today are substantively identical to those approved by the State Regents at the September 14, 2001 meeting. After the State Regents give final approval, the Permanent Rules will be submitted to the Governor and the Legislature for approval.

It is recommended that the proposed rules be approved.
610:25-27-1. Purpose
(a) The Teacher Shortage Employment Incentive Program (TSEIP) was created by Senate Bill 1393 during the 200 legislative session.
(b) The bill, as amended by Section 5, Chapter 201, O.S.L. 2001, expressed the legislative intent that beginning with the 2000–2001 school year, the Oklahoma State Regents for Higher Education (OSRHE) establish a teacher shortage employment incentive program providing either for the repayment of student loans (for students with outstanding student loan debt) or for the disbursement of an equivalent cash benefit (for students with no outstanding student loan debt) for students enrolled in a major course of study in mathematics or science at the undergraduate level or graduate level who declare an intention to serve and who subsequently serve this state by teaching in a secondary level public school of this state for a minimum of five (5) years in the subject areas of mathematics or science. [70 O.S §698.3(A)].
(c) The implied purpose of this legislation is to provide an incentive for students who major in mathematics or science to serve as teachers of mathematics and science in Oklahoma public secondary schools for at least five (5) years.

610:25-27-2. Eligible student loans
(a) Eligible student loans under the TSEIP are those educational loans that were obtained by the participant to defray the cost of obtaining a baccalaureate degree or graduate degree in a science or mathematics or an initial Oklahoma teaching credential teacher education program. The specific loans include:
   (1) Stafford Student Loans/Guaranteed Student Loans
   (2) Perkins/National Direct Student Loans
   (3) Loans made to students made pursuant to the federal Supplemental Loans for Students program including CLAS
   (4) Consolidation Loan Program loans
   (5) Privately funded educational loans issued to students through institutions of higher education
(b) Ineligible student loans include Parent loans for students (PLUS).

610:25-27-3. Application procedure
(a) OSRHE is authorized to distribute TSEIP Participation Agreement forms to post-secondary institutions in the State System of Higher Education that are eligible to participate in state and federal financial aid programs and have an approved program of professional teacher preparation.
(b) TSEIP Participation Agreement forms may be obtained from TSEIP coordinator in each post-secondary institution or from the OSRHE. The student is responsible for the completeness of the application.
(c) A Participation Agreement must be signed before graduating by a student while enrolled in a mathematics or science major course of study at the undergraduate or graduate degree level from a post-secondary institution.

(d) The completed Participation Agreement must be submitted to the TSEIP coordinator no later than May 5th in the year of graduation from a four-year institution.

(e) Post-secondary institutions TSEIP coordinators will submit copies of the TSEIP applications Participation Agreements to the State Regents' office by June 30th within 10 days of their submission.

(f) The State Regents will notify each applicant of the receipt of his/her application in the program, the educational loan obligation, and the disbursement benefits under the TSEIP.

610:25-27-4. Coursework requirements for participant eligibility

In order to satisfy the coursework requirements of the program, the participant must:

1. Declare an intention to teach in Oklahoma and graduate from an Oklahoma teacher education program.

2. Complete a minimum of 60 semester units of post-secondary education before entering the TSEIP. Maintain satisfactory progress in an academic program leading to an undergraduate or graduate degree with a major in mathematics or science teacher education program.

3. Complete coursework and training necessary to obtain a teaching certificate other than an emergency credential, which requires a baccalaureate degree or graduate degree and completion of an approved program of professional teacher preparation. The teacher preparation program shall include a student teaching requirement and authorize service for the secondary (7-12) level.

4. Obtain a license to teach in either the science or mathematics subject areas within three years after signing the TSEIP Participation Agreement.

5. Participant must not have been certified to teach mathematics or science prior to signing the Participation Agreement.

610:25-27-6. Participant eligibility for benefits of the TSEIP

In order to qualify to receive disbursement benefits under the TSEIP, the Participant must have:

1. Obtained an initial teaching license and then a certificate and provided eligible full-time teaching service under a regular teaching contract at an Oklahoma public school:

   (A) at the secondary (7-12) level,

   (B) for five (5) consecutive school years,

   (C) in the mathematics or science subject areas.

2. Completed the five years of teaching, as required, with not less than seventy-five percent (75%) of the teaching assignment meeting the criteria, as described in (a)(A) of this subparagraph.
(3) Completed the first full year of eligible full-time teaching service, as described above, within eighteen (18) months from the date Participant became eligible to receive his or her initial teaching license. Twenty-five (25) months from the date of graduation from a four-year institution in Oklahoma.

(4) Notwithstanding the provisions of this subparagraph, Participants may apply for a leave of absence when a serious illness, pregnancy or other natural cause prevents the Participant from continuing the coursework requirements or from providing consecutive full-time teaching service.

— (A) Leaves of absence may not exceed more than one academic year and will not be included for the purpose of calculating the consecutive five (5) years of teaching service.

— (B) Participants must present official school documentation that a leave of absence has been granted which meets the provisions of these rules. Official notification must be given within one year that the teacher has resumed the teaching duties or Participant will be withdrawn from the program.

610:25-27-7. Benefits to be disbursed under the program

(a) Under the provisions of the TSEIP, the OSRHE are authorized to make loan repayments the employment incentive payments to persons who actually render a minimum of five (5) years of service as teachers in the public schools of this state if not less than seventy-five percent (75%) of the teaching assignment meets the criteria [70 O.S. §698.3(B)], specified above.

(b) An Employment Compliance Form must be submitted to OSRHE upon completion of the 5th year of eligible teaching service. An authorized school official must complete the form.

(c) Depending on the June 30 student loan balance of any qualifying student, as of the year that all program requirements are satisfied, and contingent upon the availability of funds, OSRHE will issue disbursements of program benefits directly to the lenders/services of qualifying students for the repayment of eligible student loans.

(d) The total amount of loan repayment/employment incentive payments for any qualified person shall not exceed an amount equal to three times the average annual cost of undergraduate resident tuition and fees for a period of three (3) years, i.e. to equal the average tuition and fees for 90 credit hours, full-time enrollment at institutions which offer teacher education programs within The Oklahoma State System of Higher Education, as defined by the State Regents [70 O.S. §698.3(B)].

(e) Eligible loans will be repaid in the following priority:

1. First, all loans guaranteed by OSRHE, ranked first by rate of interest (highest to lowest) and secondly, by loan disbursement date (oldest to newest).

2. Second, all other eligible loans ranked first by rate of interest (highest to lowest) and secondly, by loan disbursement date (oldest to newest).

(f) Any amount in excess of the Participant’s outstanding student loan balance, or the entire benefit amount for the participants with no outstanding student loan balance, shall
be paid directly to the any person otherwise qualified Participant eligible for employment incentive payments pursuant to this section.

(g) If OSRHE determines that any TSEIP disbursement was authorized based on misleading or incorrect information, the Participant must reimburse such payment to OSRHE.

610:25-27.8. Fiscal limitations of the program

(a) If insufficient funds are available for repayment of the loan employment incentive payments to qualified persons during any fiscal year, the Chancellor may make reductions in the loan repayments payments made to those qualifying applicants. [70 O.S. §698.3(D)].

(b) Each year the benefit to all eligible teachers will be determined on, or as of June 30, for the group of teachers that achieved eligibility for TSEIP benefits (having satisfied all program requirements) by the end of that school year. If, in any given year, funds are not available for loan repayment employment incentive payments at the maximum amount, due to a reduction in loan repayment employment incentive payments as determined by the Chancellor, the amount to be disbursed to all eligible participants will be reduced uniformly. Upon distribution of that amount, the obligation of the program to those eligible teachers shall be satisfied. The foregoing is true even if no funds are available for disbursement.
AGENDA ITEM #22-i (1):

Agency Operations

SUBJECT: Ratification of agency purchases over $25,000.

Not Available Electronically At This Time.
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AGENDA ITEM #22-i (2):

Agency Operations

SUBJECT: Approval of changes in agency operations.

Not Available Electronically At This Time.
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AGENDA ITEM #22-j (1):

Contract/Agreement

SUBJECT: Office of State Finance Contract

RECOMMENDATION:

It is recommended that the State Regents ratify a contract for services with the Office of State Finance effective January 1, 2002.

Not Available Electronically At This Time.
Not Available Electronically At This Time.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 7, 2002

AGENDA ITEM #22-j (2):
Contract/Agreement

SUBJECT: National Center for Higher Education Management Systems (NCHEMS)

RECOMMENDATION:

It is recommended that the State Regents ratify the renewed contract with NCHEMS for services relating to the performance funding initiative.

BACKGROUND:

At the December 2001 State Regents’ meeting, the board requested renewal of the contract with Dennis Jones and the National Center for Higher Education Management Systems (NCHEMS). Under a previous, related contract, Jones assisted the State Regents and staff in developing Oklahoma higher education indicators and benchmarks designed to reach Brain Gain 2010 goals. The annual report of progress will become Oklahoma’s new higher education report card, and it aligns with the national higher education report card that was released in 2000 and will be issued in even-numbered years. Jones also assisted in the development of a performance funding policy designed to put fiscal teeth and a system of rewards into place for institutions improving retention and graduation performance.

POLICY ISSUES:

State Regents’ operating policy requires that contracts over $25,000 must be reported to the Budget & Audit Committee which may choose to forward them to the full board for action. State Regents’ action is also needed to approve the use of external consultants for substantive studies/projects.

ANALYSIS:

Under the extended agreement, Mr. Jones will provide service for State Regents as indicated on the attached Scope of Work. The total cost of the activities will not exceed $27,000. If two additional trips to Oklahoma are necessary (at a cost of $1,500 plus expenses) the total cost of the contract will not exceed $34,000. This expense will be paid from the $50,000 set aside by the State Regents on December 7, 2001, in allocating the first $1 million of the FY 02 performance funding.

Attachment
SCOPE OF WORK
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

The National Center for Higher Education Management Systems (NCHEMS) will undertake the following activities in response to a request from the Oklahoma State Regents for Higher Education (OSHRE).

1. Evaluate any proposal on distribution of the second $1 million of Fiscal Year 2002 performance funding and determine if it meets State Regents’ criteria, primarily the performance-based criterion.

2. Assist the State Regents, Chancellor, and constituent groups in developing a performance funding allocation system. This activity may involve four to six trips to Oklahoma for meetings with presidents, staff, and other constituencies, including:
   - April 3 State—Regents’ Retreat at Quartz Mountain to discuss development of a performance funding allocation model.
   - June 26-27—State Regents meeting to discuss allocation of Fiscal Year 2003 performance funds and the performance funding allocation model.

3. Assist the State Regents, Chancellor, and constituent groups in organizing performance funding professional development opportunities for campus administrative staff and faculty, board members, and State Regents’ staff.
   - Provide guidance to staff in organizing activities.
   - Assist in identifying and contacting speakers.

Deliverables

- White paper for distribution to State Regents, presidents, and other Oklahoma constituencies regarding status and description of performance funding in other states.
- Final performance funding allocation model.
AGENDA ITEM #22-j (3)

Contract/Agreement

SUBJECT: Regents Training Center

RECOMMENDATION:

It is recommended that the State Regents accept the annual report of the Regents Training Center and renew the revised Memorandum of Agreement with the University of Oklahoma to serve as fiscal agent and to house Center staff and operations.

BACKGROUND:

In response to new Department of Labor regulations in 1994, the State Regents’ Council of Business Officers under the leadership of Executive Vice Chancellor and Chief Operating Officer Gary Smith organized the Regents’ Training Center for Occupational Safety and Health and Environmental Compliance (RTC). For an annual membership fee of $2,255, each institution has access to technical and consultative services; assistance in the conduct of jobsite analyses for the purpose of identifying safety, health, and environmental hazards; services and training programs to assist member institutions in eliminating workplace hazards; and other activities to promote safety, health, and environmental activities which can lead to lower worker compensation costs. All institutions (with the exception of the five institutions governed by the A&M Board which have established their own safety council) are members in RTC. The State Regents’ office and the centers are also members.

POLICY ISSUES:

The Regents’ Training Center is an efficiency initiative designed to pool the collective resources and expertise of higher education entities to meet Department of Labor regulations and ensure safety. The collaborative initiative results in lower higher education costs and improved services.

ANALYSIS:

The Regents’ Training Center provides an annual report to the State Regents which details a report of significant events and an action plan for the year. The report is attached. Also attached
is an agreement between the State Regents and the University of Oklahoma. OU will act as the fiscal agent for RTC and will provide suitable space and support for RTC staff.

Attachments
Agreement Between the
Oklahoma State Regents for Higher Education
And
The University of Oklahoma
Pertaining to
Occupational Safety & Environmental Training Programs at State System Institutions

This agreement is between Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and the University of Oklahoma (OU), the party of the second part, executed this ____day of ____ , 2002.

WHEREAS the OSRHE, together with OU and other Institutions within the Oklahoma State System of Higher Education have formed an active network of campus personnel responsible for safety, security, loss prevention, risk management, emergency management, and environmental issues;

WHEREAS this network is referred to as the State Regents’ Training Center (RTC);

WHEREAS the participating entities have pooled resources to fund the activities of the RTC and have formed a council, which is advisory to the staff of the OSRHE;

WHEREAS the activities of the RTC have great value to State System institutions in dealing with matters of common interest and concern;

WHEREAS the RTC has value to the State System by providing timely advice and counsel to the Chancellor, and other State Regents staff and advisory councils as appropriate;

WHEREAS the RTC requires a headquarters from which to pursue its activities and to manage its affairs;

THEREFORE, the parties agree that:

1) The OSRHE, as the coordinating board of control for higher education, shall collect from participating institutions, and transmit to OU, sums agreed by the members to be sufficient for the operation of the RTC.

2) OU will act as the fiscal agent for this program and shall distribute monies pursuant to a budget prepared by the Advisory Board in consultation with the Chancellor or his designee.

3) Any unspent monies remaining at the end of the fiscal year may be spent in the next fiscal year.
4) OU shall prepare an annual financial report (in a format acceptable to the OSRHE) which will account for all monies expended by the RTC; and shall provide the report to the RTC Advisory Board for submission to OSRHE in the Board’s Annual Report.

5) The RTC Board may authorize funding of a full time employee position to carry out the mission and daily operations of the RTC. Such position shall administratively be housed, budgeted, and administered under the policies of the host institution (OU). The supervision of such position, job description, work program, and performance review shall be the responsibility of the RTC Board, through its Chairperson. The RTC Chair may delegate day-to-day supervision to the host institution (OU) as occasions and need may dictate as to the extent that the host institution is able to accommodate the RTC in this request. The RTC through the Board, its Chair, or by delegation to such aforementioned full time employee, may also direct the hiring of temporary consultants or other service providers as may be necessary to carry out the RTC mission.

6) OU shall provide suitable space and support for the RTC.

7) OU shall provide support services (accounting, legal, etc.) to the RTC, as may be required and appropriate.

8) This agreement remains in effect until changed, altered, modified or amended in writing by both parties.

THE PARTIES HAVE READ THE TERMS AND PROVISIONS OF THIS AGREEMENT AND HEREBY GIVE THEIR VOLUNTARY CONSENT TO THAT AGREEMENT.

University of Oklahoma Oklahoma State Regents for Higher Education

By:_____________________________ By:___________________________________
President Chancellor

(2/11/02)
State Regents’

Training Center

Advisory Board

Annual Report
Fiscal Year 2001

Prepared And Presented By:
Mr. Dudley Freeman,
Director of Staff Development
Oklahoma City Community College
Chairman, RTC Advisory Board
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THE STATE REGENTS’ TRAINING CENTER
ANNUAL REPORT FROM THE ADVISORY BOARD

This annual report to the State Regents and to the Council of Business Officers is intended as a report of the progress being made in the identification of safety, health, and environmental issues among the twenty-four institutions comprising the membership of the Regents’ Training Center and activities planned to minimize or eliminate known hazards. The basic intent of the Training Center is to develop actions and activities that will positively address these issues.

SIGNIFICANT EVENTS

1. The Advisory Board developed and approved By-Laws for the general governance of the Training Center (see Appendix A).

2. The Advisory Board has approved a mission statement based Action Plan. The Action Plan incorporates the significant statements from the State Regents approved mission statement and the information obtained from the member institution survey recently completed. It is intended to provide direction, both short term and long term for the Advisory Board and the Training Center Coordinator (see Appendix B).

3. Significant updates and improvements have been completed on the Training Center Web Page. The use of online safety, health, and environmental training is the wave of the future. Virtually all required training can now be accessed from an employee’s desktop. The continuing of Web page safety, health, and environmental training will be a major objective for the Fiscal year 2002 (see Appendix C).

4. The Advisory Board has approved the appointment of a Steering Committee that will function as a day-to-day sounding board between official board meetings. It is made up of two community college members, two regional university members and the representative from the University of Oklahoma (see Appendix D).

5. Due to the resignation of the Training Center Coordinator effective July 31, the Advisory Board is in the process of filling the position. This should be completed by mid to late November.

6. A Process and Procedures Manual is in the process of being completed. The manual is intended to be a how-to document and the basis for documenting and communicating day-to-day operations.

7. The annual Training Center budget has been approved as a status quo budget. Member institutions have been invoiced by the State Regents for the prorated share required to support the annual budget.
STATE REGENT’S TRAINING CENTER ANNUAL RECAP

The following is an overview of the accomplishments of the State Regent’s Training Center for the fiscal year 2001:

1. The Training Center published eight monthly Safety Coordinator’s Newsletters and four quarterly Campus Safety Newsletters. Many member institutions use these newsletters as the training source to meet quarterly training requirements.

2. Eighty-eight requests for videos on safety, health, and environment topics were processed and videotapes were loaned from the Training Center library.

3. One training seminar was conducted for the membership titled, State Risk Management Issues and Department of Environmental Quality Issues. It was held at Redlands Community College.

4. A total of twenty-five site visits were made by the Coordinator of the Training Center to member institutions to assist with safety, health, and environmental problems the institution might be experiencing.

5. The significant equipment purchases for the State Regent’s Training Center during 2001 were:
   a. A Quest 300 noise logging dosimeter kit at a cost of $2,376
   b. Two - Respirator Fit Test Apparatus at $276 each
   c. A Safety Meetings Library at $320

   Member institutions are continuously using this equipment. The use and reuse of common equipment and other resources play a great part in the successful cooperative status of the Training Center

6. Computer support for the Training Center has been transferred from OU Physical Plant Information Technology to the University of Oklahoma Information Technology. The files for the Training Center Web Site have been transferred to the file servers at the State Regent’s office.

7. A new list service was brought online utilizing Onenet. This replaces the list serve that was used previously by the Training Center. The new list serve currently has more than 50 subscribers.

8. Training packages and resource materials for a variety of safety, health, and environmental subjects were developed and placed on the Training Center Web site. Materials include PowerPoint Programs, program guides, video resources, and access to many training programs at member institutions and other institutions.
9. Training assistance has been provided to numerous institutions for in-service training and departmental training requests. Major training subjects have included hazard communications, bloodborne pathogens, ergonomics, fire safety, confined space entry, and lockout/tagout.

10. The indoor air quality-monitoring meter, purchased last year, has been used at numerous institutions to investigate air quality issues and complaints.

11. Ergonomics assessments have been conducted at numerous locations upon request.

12. The Training Center Coordinator tendered his resignation effective July 31, 2001. The Advisory Board is in the process of filling the position.
Appendix A
Regents Training Center
Advisory Board By-Laws

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THE REGENTS’ TRAINING CENTER
FOR OCCUPATIONAL SAFETY AND HEALTH
AND ENVIRONMENTAL COMPLIANCE
BYLAWS

Article I – Name

This organization shall be known as The Regents’ Training Center for Occupational Safety and Health and Environmental Compliance (RTC).

Article II – Objectives and Purposes

The objectives and purposes of this Association shall be:
1. To provide creative technical and consultative services, planning, and exemplary leadership in fostering safe, healthy, and environmentally sound workplaces within Oklahoma’s higher education system.
2. To assist member institutions in the conduction of jobsite analyses for the purpose of identifying safety, health, and environmental hazards.
3. To provide resource specific services and training programs designed to assist member institutions in the minimization or elimination of identified workplace hazards.
4. To engender and promote safety, health, and environmental activities which can lead to lower worker compensation costs among member institutions.

Article III – Members

Section 1 – Membership. Membership in The Regents’ Training Center for Occupational Safety and Health and Environmental Compliance shall be limited to dues paying public institutions of higher education within the State of Oklahoma.

Article IV – Advisory Board of Directors

Section 1- Member Representative. Each member institution shall appoint one representative to serve as a member of the RTC advisory board.

Section 2 – Duties. The Advisory Board shall have full power to conduct the business of the RTC.
Section 3 – Meetings. The regular scheduled meetings of the Advisory Board shall be held at a
time, date and location specified by the Chairperson, but no less than once per quarter. All
advisory board members shall be given at least thirty days advance notice of regular scheduled
meetings. Special meetings may be called for the purpose of discussing emergency matters. All
advisory board members shall be given at least 48 hours advance notice of special meetings.

Section 4 – Quorum. Six members of the Advisory Board shall constitute a quorum.

Section 5 – Voting. All members of the Advisory Board shall be entitled to vote.

Article V – Dues

Each member institution shall pay annual dues as determined by the Advisory Board and
approved by the Oklahoma State Regents for Higher Education.

Article VI – Officers

Section 1 – Officers. The elected officers of the RTC shall be a Chairperson, a Vice-
Chairperson, a Secretary and a Treasurer.

Section 2 – Term of Office. Officers shall be elected for a term of three years, or until their
successors are elected. No elected officer shall serve two consecutive term(s) in the same office.

Section 3 – Eligibility of Candidates to Offices. A candidate for any office of the RTC shall be
an employee of a member institution.

Section 4 – Elections. The regular election of officers will be held during the first regularly
scheduled meeting after June 30 of each election year.

Section 5 – Vacancy in Office. A vacancy in the office of the Chairperson shall be filled by the
Vice-Chairperson. A vacancy in the office of the Vice-Chairperson, Secretary or Treasurer, shall
be filled by a majority vote of the Advisory Board members present and voting.

Section 6 – Duties. All Officers shall perform the duties prescribed by these Bylaws and by the
Parliamentary Authority.

A. The Chairperson shall:
   1. Preside at business meetings of the RTC.
   2. Appoint committees and assign tasks to committees, with the approval of the
      Advisory Board, as may be deemed necessary to conduct special studies and projects
      of value to the RTC.
3. Serve as an ex-officio member of all subcommittees of the RTC.
4. Perform other duties commonly associated with the position of Chairperson.

B. The Vice-Chairperson shall:
   1. Preside in the absence of the Chairperson.
   2. Succeed to the office of Chairperson for the unexpired term, in the event of a vacancy in that office.
   3. Perform other duties commonly associated with the position of Vice-Chairperson.

C. The Treasurer shall:
   1. Adhere to current guidelines for fiscal control and budget planning.
   2. Review purchase requests according to guidelines established by the Advisory Board.
   3. Coordinate the preparation of budgets and financial reports.
   4. Perform other duties as requested by the Advisory Board.

D. The Secretary shall:
   1. To keep minutes of all meetings, and submit them to the Advisory Board for review and approval.
   2. To perform other duties commonly associated with the position of Secretary.

Article VII – Parliamentary Authority

The rules contained in the current edition of Robert’s Rules of Order Newly Revised shall govern the RTC in all cases to which they are applicable and in which they are not inconsistent with these Bylaws.

Article VIII – Amendment of Bylaws

Section 1 – Amendments. Proposed amendments to these Bylaws shall be submitted in writing and listed on the agenda at a regular scheduled meeting of the RTC at least thirty days prior to any vote on such proposed amendments. Written copies of proposed amendments must be provided to all Advisory Board Members at least thirty days prior to any vote on such proposed amendments. These Bylaws may be amended by a two-thirds vote of the Advisory Board members present and voting.

Article IX – Effective Date

Appendix B
State Regents’ Training Center
Annual Action Plan
Provide Technical and Consultative services

1. Respond to individual requests for assistance such as Indoor Air Quality (IAQ) and noise items;
2. Safety and Environmental program issues (to be determined); and
3. Answer specific safety and environmental questions

Jobsite Analyses

1. As the need is identified, conduct or arrange training for member institutions in response to customized Jobsite Analyses
2. Conduct on-site visits, either by request or otherwise, do a brief Jobsite Analysis on one or more positions or operations and prepare a report to the member institution and to the Advisory Board.

Resource Specific Services

1. Develop what is necessary to custom fit specific needs as articulated by a member(s)

Training Programs

1. Have available, develop, and deliver training programs, training kits, PowerPoint programs, videos, Vo-Tech assistance, consultants, special programs, and other training services necessary to meet member institutions’ needs

Promote Safety, Health and Environmental Activities

1. Develop and provide seminars on relevant and current topics of interest to the membership
2. Develop and provide newsletters and announcements of safety, health, and environmental issues that would be useful to member institutions
3. Coordinate with regulatory agencies and third parties for information and services that would be needed and of interest to members
4. Act as liaison with all members and outside agencies/organizations

5. Develop and cultivate relationships with other professional groups and organizations dealing with Environmental Health Safety and the press, with consultation from the State Regents Training Center (RTC) Advisory Board Chair

Member Services Development

1. Implement and keep in operation items from the member survey approved by the RTC Advisory Board

Activities Approved and/or Directed by the RTC Advisory Board Through the Chair

1. Items specified in regular or special Advisory Board meetings

2. Prepare and present a Quarterly Program Progress Report

3. Prepare an Annual Report in draft form for the Advisory Board’s edification
STATE REGENT'S TRAINING CENTER
Goals and Objectives
FY 2002

1. **State Regent's Training Center Web Page Maintenance** – Keep the Training Center’s Web Page up to date at all times with revisions as approved by the Advisory Board. This will be a major objective for FY 2002.


3. **Training Packets** - Develop and make available health and safety training packets by topical area so supervisors will be able to order a specific learning packet and have everything needed to provide their own training.

4. **Safety Audit Checklist** - Develop and make available a Safety Audit Checklist, which will assist institutional personnel in determining their individual compliance condition in any given area.

5. **State Regents Safety and Health Seminars** - Plan and deliver three or more Health and Safety conferences with topics that are applicable to each member institution and as approved by the Advisory Board.

6. **Contracted Safety Training** – Plan and coordinate contracted safety and health training and trainer for member institutions as requested by member institutions and approved by the Advisory Board.

7. **Institution Visitations** - Develop an annual travel schedule that allows the Training Center Coordinator to conduct site visits to each member institution for the purpose of determining assistance needed by the institution. Schedule to be approved by the Advisory Board in advance.

8. **Maintain List Serve** – Maintain the Training Center’s List Serve distribution system. The List Serve should be reserved for Training Center business, for scheduled Advisory Board meetings, activities, and "upcoming regulations and/or hot topics." The system could also be used as a communications system between members when advice or assistance is needed. Update and maintain as directed by the Advisory Board.

9. **Minimum Safety and Health Compliance Program** – Serve as a liaison between the Training Center and the Oklahoma Department of Labor, Public Employees Occupational Safety and Health Division in the maintenance of the Advisory Board approved minimum safety and health compliance program. Design a minimum safety and health compliance program that may be replicated on each campus so the State Regents are assured of a benchmark or standard of expectation or commitment for all institutions.
STATE REGENTS’ TRAINING CENTER
Advisory Board Steering Committee

The Chair of the Advisory Board recommended and the Advisory Board approved the establishment of a Steering Committee that will assist in addressing the following day-to-day types of Training Center issues and business:

1. Act on behalf of the Advisory Board as directed by the Advisory Board.
2. Assist in the implementation and carrying out of the Action Plan.
3. Assist Coordinator in providing resources and services as applicable.
4. Serve as a liaison between the Advisory Board and the Training Center staff.
5. Assist in the coordination of relationships between the Center and member institutions.
6. Determine budget and other resource allocation and expenditure adjustments.
7. Serve as the Staffing Focus Group for the Advisory Board.

The membership of the committee will be comprised of two regional university representatives, two community college representatives, and one comprehensive university representative. The Advisory Board members appointed to the Steering Committee will be:

Dudley Freeman, Advisory Board Chair, Oklahoma City Community College

Allen Moore, Host Institution Representative, University of Oklahoma

Tim Stiger, Chair, Budget Focus Group, University of Science and Arts of Oklahoma

Don Groth, At-large Board Member, Southwestern Oklahoma State University

Don McDaniel, At-large Board Member, Redlands Community College
AGENDA ITEM #22-j (4)
Contract/Agreement

SUBJECT: University of Oklahoma

RECOMMENDATION:

It is recommended that the State Regents ratify the contract with the University of Oklahoma for services relating to EPSCoR.

BACKGROUND:

The University of Oklahoma and the State Regents are partners in Oklahoma EPSCoR, an enterprise dedicated to improving federal funding support for Oklahoma institutions of higher education. Both OU and the State Regents have committed staff resources to the project. In light of the State Regents’ office re-location in August 2001, a Memorandum of Agreement is proposed in which OU will pay the costs of housing OU EPSCoR staff at the State Regents’ office.

POLICY ISSUES:

The Memorandum of Agreement between the State Regents and OU is an efficiency effort designed to make most efficient use of available resources toward a common objective. The interagency agreement is presented for State Regents’ ratification.

ANALYSIS:

Under the Memorandum of Agreement, OU will pay the State Regents $593.28 per month ($7,119.38 annually) for three offices for EPSCoR staff.

Attachment
MEMORANDUM OF AGREEMENT

Between the Oklahoma State Regents for Higher Education
and the Board of Regents of the University of Oklahoma

This agreement, effective the 15th day of __August____, 2001, is entered into between the Oklahoma State Regents for Higher Education (OSRHE) and the Board of Regents of the University of Oklahoma (OU) for the use of office space located at 655 Research Parkway, Suite 200, Oklahoma City, Oklahoma, 73104.

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

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

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

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

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

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

2. Two persons identified to the OSRHE by OU, and one EPSCoR support staff identified by the OSRHE, will have full access to the designated space for the conduct of EPSCoR business.

3. OU will pay to the OSRHE the amount of $593.28 per month as per the attached supplement.

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

5. This Agreement will terminate June 30, 2002, provided that either party may terminate the Agreement upon ninety (90) days written notice to the other.

6. This Agreement is the complete and exclusive statement of the agreements between the parties with respect to the subject matter hereof and supersedes any oral or written communications or representations or agreement relating thereto. No changes, modifications or waivers regarding this Agreement shall be binding unless in writing and signed by the parties thereto. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, and all of which shall constitute the same agreement.

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Memorandum of Agreement Supplement
Between the University of Oklahoma Board of Regents
and the Oklahoma State Regents for Higher Education

Space and office equipment will be provided by the Oklahoma State Regents for Higher Education to Oklahoma EPSCoR according to the following schedule:

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169
AGENDA ITEM #22-k:

SUBJECT: Regents Education Program

RECOMMENDATION:

It is recommended that the State Regents ratify the education events described below for Regents Education Program credit.

BACKGROUND:

Throughout the year, institutions and other organizations hold seminars, lectures, or other events that are beneficial to the state’s 128 regents and trustees. The State Regents also hold conferences relating to high priority issues and items on their workplan that are of benefit to the state’s regents and trustees. If the events meet the criteria established in the Regents’ Education Program, the Chancellor, in accordance with authority delegated to him in the Regents’ Rules of Operation, alerts board members that the events qualify toward meeting the 15-hour continuing education credit requirement for new/reappointed board members. Such action is ratified by the State Regents at the next regular meeting.

POLICY ISSUES:

Two events have qualified for credit under the Regents Education Program guidelines and procedures and need board ratification as noted below.

ANALYSIS:

The following offerings have been authorized for Regents Education Program credit. Ratification by the State Regents is requested.

| TITLE | A Festival of Academic and Instructional Resources for the Mind – Winter F.A.I.R. |
| HOST | Oklahoma City Community College |
| DATE | January 15, 2002 |
| LOCATION | Oklahoma City Community College |
| REP CREDIT | 6 hours Issues |
TITLE: The World of Here and Now; What Counts When Countering Terrorism
HOST: University of Central Oklahoma Foundation and Alliance for Institutional Advancement
DATE: January 31, 2002
LOCATION: Pegasus Theatre, University of Central Oklahoma
REP CREDIT: 1 hour Issues
AGENDA ITEM #22-1

SUBJECT:
   Resolution

RECOMMENDATION:

        It is recommended that the State Regents ratify resolution listed below and
        attached.

BACKGROUND:

1. Resolution commending Wayne Cobb, East Central University’s Men’s
   Basketball Coach for being named to the National Association of Intercollegiate
   Athletes Hall of Fame.
WHEREAS, Coach Wayne Cobb has been head coach for the East Central University men's basketball team for 23 years; and

WHEREAS, Coach Cobb began his basketball career playing at Southeastern Oklahoma as an All-American under legendary coach Bloomer Sullivan; and

WHEREAS, Coach Cobb began his coaching career at Chattanooga High School in 1965; and

WHEREAS, Coach Cobb became a college coach with Murray State College where he had six 20-win seasons; and

WHEREAS, in 1978 Coach Cobb joined the East Central Tigers as head coach; and

WHEREAS, over the past 23 seasons Coach Cobb has lead the East Central University Tigers to over 400 wins, ten Oklahoma Intercollegiate and Lone Star Conference titles and four national tournament appearances; and

WHEREAS, Coach Cobb’s Tiger Basketball team was named the national basketball championship runner-up in 1989; and

WHEREAS, Coach Cobb has distinguished his profession, East Central University, the city of Ada and the State of Oklahoma with his outstanding leadership; and

WHEREAS, the National Association of Intercollegiate Athletes has selected Coach Wayne Cobb to be inducted into the NAIA Hall of Fame.

NOW, THEREFORE, BE IT RESOLVED that the Oklahoma State Regents for Higher Education express their congratulations to the Coach Wayne Cobb of the East Central University men’s basketball team, for this honor.

BE IT FURTHER RESOLVED that the State Regents express continued best wishes for future championships and acclaim in all fields of endeavor, academic as well as athletic, for Coach Cobb and the East Central University men’s basketball team.

Ike Glass, Secretary

Joe Mayer, Chairman

I certify that the foregoing is a true and correct statement of action taken by the Oklahoma State Regents for Higher Education February 7, 2002.

Hans Brisch, Chancellor
AGENDA ITEM #23-a:

Reports.

SUBJECT: Status Report on Program Requests.

RECOMMENDATION:

This is an information item.

BACKGROUND:

The Status Report on Program Requests tracks the status of all program requests received since July 1, 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. Suspended Programs
## CURRENT DEGREE PROGRAM INVENTORY

**February 7, 2002**

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**System Total**  | 1,699 | 281 | 274 | 598 | 259 | 106 | 10 | 1,528 | 171

176
*Total does not include OSU-Tulsa

## I. Letter of Intent

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<tr>
<th>Institution</th>
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<th>Date Received</th>
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<td>Tulsa Community College</td>
<td>Associate in Applied Science in International Music Management</td>
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<td>Master of Science in Educational Leadership Studies</td>
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II. Degree Program Requests Under Review
July 1, 2001 to Present

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<th>Degree Program</th>
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<th>Status</th>
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<tr>
<td>University of Central Oklahoma</td>
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III. Approved New Program Requests
July 1, 2001 to Present

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<th>Date Approved</th>
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<td>OSU Technical Branch-Okmulgee</td>
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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>Degree Program (program code)</th>
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VI. Requested Degree Program Name Changes
July 1, 2001 to Present

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<td>Master of Science in Engineering Physics</td>
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<td>Associate in Applied Science in Early Care Education &amp; Administration (081)</td>
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### VII. Approved Degree Program Name Changes
**July 1, 2001 to Present**

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<td>Associate in Applied Science in Respiratory Therapy (073)</td>
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### VIII. Completed Cooperative Agreements
**July 1, 2001 to Present**

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<th>Institution</th>
<th>Area Vocational Technical School/Center</th>
<th>Degree Program (program code)</th>
<th>Date Approved</th>
<th>Date Ratified</th>
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<td>9/20/01</td>
<td>NEOAMC</td>
<td>Central Technical Center</td>
<td>Associate in Applied Science in Electronics (019)</td>
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<td>9/20/01</td>
<td>CSC</td>
<td>Green County Technology Center</td>
<td>Associate in Applied Science in Child Development (063)</td>
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<td>12/19/01</td>
<td>SSC</td>
<td>Moore-Norman Technology Center</td>
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### IX. Suspended Programs
**July 1, 2001 to Present**

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<th>Date by which program must be reinstated or deleted</th>
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<tr>
<td>OSUTB-OKC</td>
<td>Certificate in Freelance Writing (078)</td>
<td>January 18, 2002</td>
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AGENDA ITEM #23-b:

Report.

SUBJECT:


RECOMMENDATION:

This item is for information.

BACKGROUND:

At the May 1994 meeting, the State Regents delegated to the Chancellor authority to approve minor exceptions/clarifications to State Regents’ policy that will not result in a broadscale circumvention of policy. All exceptions so granted are to be reported to the State Regents. This is the nineteenth report of exceptions to academic policy granted by the Chancellor.

POLICY ISSUES:

Five exceptions to the State Regents’ academic policy have been granted by the Chancellor since the last report in October 2001.

ANALYSIS:

University of Oklahoma (OU)

October 5, 2001

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 allow a student to count 27 credit hours of general education coursework which she intends to complete in California and transfer to OU toward the last 36 hours of her baccalaureate. The remaining nine hours of major coursework will be completed at OU. The exception was based on the student’s desire to pursue immediate employment opportunities without jeopardizing her plans to complete a baccalaureate degree, the fact that she has completed all but three hours of coursework to date in residence at OU, the support of the institution’s professional staff, and the recommendation of its president.
Oklahoma State University (OSU)

December 7, 2001
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. The exception waived this requirement for the student and was based on his employment situation, the fact that all but six of his 111 credit hours had been earned at OSU, the fact that the courses needed to earn his degree are primarily lower-division courses, and the recommendation of the institution’s president. Additionally, the student will be following faculty advisement regarding the completion of his remaining coursework through correspondence study or at a college near his home.

December 5, 2001
An exception to the Undergraduate Degree Requirements Policy, which requires completion of six hours of English Composition as part of the general education core for a baccalaureate degree, was granted to allow the substitution of Technical Writing (ENGL 3323) for three of the six credit hours required. The exception was based on the student’s high school performance, her performance in other English courses at OSU, her overall performance at OSU, and an advising error (which incorrectly led her to believe that English Composition II and Technical Writing would be acceptable to meet the six-hour English Composition requirement.)

Northeastern State University (NSU)

December 5, 2001
An exception to the Undergraduate Degree Requirements Policy, which requires baccalaureate degrees to be based on a minimum of 60 hours at a baccalaureate degree-granting institution, was granted to allow a student to graduate three hours short of the 60-hour requirement. The exception was based on the total credit hours earned (143), the fact that nine hours in her major were earned at Rogers State University in the last semester before it became a four-year institution, her academic performance, and the recommendation of the institution’s president.

Rose State College (Rose)

November 27, 2001
An exception to the Admission and Retention Policy, which states that a student who is academically suspended twice from the same institution may not return to the suspending school until s/he has raised his/her GPA to the retention standards by attending another institution, was granted to allow a student readmission eligibility to Rose without attending another institution. The exception was based on the fact that the student, an employee of Tinker Air Force Base (TAFB), desired to take classes within the degree program (Associate in Applied Science, technical supervision area) for which Rose is the contractual provider to TAFB. Additionally, the exception was based on the length of time since his second suspension, the resolution of the problems that contributed to his suspensions, and the institution’s staff assessment of the student’s ability to succeed. The student’s coursework will be limited to classes offered through the TAFB program and his GPA will be monitored for improvement until it reaches the 2.00 retention level.
AGENDA ITEM #23-c

Reports

SUBJECT: Current Operating Income and Expenditures, Oklahoma State Colleges and Universities, Fiscal year 1999-2000

RECOMMENDATION:

This is an information item recommended for the State Regents’ acceptance.

BACKGROUND:

The twenty-five public colleges and universities and eight constituent agencies in the State System provide annually their current income and expenditure data for Educational and General Part I, Educational and General Part II and Auxiliary activities. This information is compiled and analyzed in an enclosed supplement and provides a valuable resource for college administrators, governing boards, the coordinating board, the Governor, and the Legislature for both immediate and long-range planning. Historical data on income by source and expenditures by function and object are also presented for the preceding three years.

Educational and General Part I income is reported at $804,517,156 for the 25 institutions for 1999-2000, an increase of 4.5 percent from income reported for the preceding year. Educational and General Part I expenditures are reported at $815,530,516, an increase of 6.5 percent from the amount of expenditures reported for the preceding year. Other expenditures include $152.6 million for Sponsored Research and Other Sponsored Programs, $133.4 million for Student Aid and $248 million for Auxiliary Enterprises. Total expenditures are $1.349 billion for the 25 institutions.

Total expenditures for the 25 institutions and the eight constituent agencies total $1.946 billion. Educational and General Part I comprises $1.036 billion, Sponsored Research and Other Sponsored Programs comprises $252.8 million; Student Aid comprises $138.6 million and Auxiliary Enterprises comprises $518.8 million.
Meeting of the
OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
February 7, 2002

AGENDA ITEM #23-d:

Reports

SUBJECT:

Oklahoma Campus Compact

RECOMMENDATION:

It is recommended that the State Regents accept the FY 2001 annual report on operation of the Oklahoma Campus Compact.

BACKGROUND/POLICY ISSUES:

On August 23, 2000, Chancellor Hans Brisch and six institutional presidents met and formed the Oklahoma Campus Compact. The founding members are indicated below and form the Executive Committee for the Compact:

Hans Brisch, Chancellor
David Boren, President, University of Oklahoma
W. Roger Webb, President, University of Central Oklahoma
Ernest Holloway, President, Langston University
Dean VanTrease, President, Tulsa Community College
Glen Pedersen, President, Murray State College
(vacancy—independent institution)

The Campus Compact is a national coalition of college and university presidents committed to the civic purposes of higher education. To support this civic mission, the Campus Compact promotes community service that develops students’ citizenship skills and values, encourages collaborative partnerships between campuses and communities, and assists faculty who seek to integrate public and community engagement into their teaching and research.

Oklahoma is the 46th state to become involved with the Campus Compact. Approximately 25 other states have established state campus compacts. All public and independent colleges and universities in Oklahoma have become members of the Oklahoma Campus Compact.

ANALYSIS:

Higher education has a traditional role in providing services to the public, and the State Regents in their function policy have charged Oklahoma colleges and universities with responsibility to provide public services. Over the past 12 years, the Chancellor and State Regents have focused statewide programs on
enhancing the higher education/community relationship as well. Such efforts include 1) the Chancellor’s Scholarship Program making awards on the basis of service to the community, 2) encouraging and reporting institutional efforts to provide services to at-risk schools, 3) the Educational Planning and Assessment Program (EPAS) which provides valuable student performance feedback to parents, students, teachers, and counselors, 4) the GEAR UP program which provides scholarships, school services, and public awareness materials to improve student preparation, 5) Smart Start which places 3,600 tutors and mentors in communities and schools to improve student preparation, and 6) the Oklahoma Higher Learning Access Program (OHLAP) which provides scholarship incentives to disadvantaged students who stay out of trouble and apply themselves to their studies.

Establishment of the Oklahoma Campus Compact responded to the resolution of the Student Advisory Board urging active and organized community service efforts. Students noted recent national surveys finding that most college freshmen are committed to “helping others who are in difficulty” and that an estimated 32 million hours of service were contributed by undergraduates in 1999. States involving students in well-designed service learning experiences have increased student academic engagement, commitment to public action, and ability to work effectively with others.

The Oklahoma Campus Compact will provide an organized way to improve higher education services to Oklahoma communities. It will enhance the many efforts already under way and will attract additional resources and expertise to assist in the organized effort.

In October 2000, the State Regents endorsed the creation, housing, and administration of the Oklahoma Campus Compact. The first annual report on the Compact’s operation is attached and provides an outline of progress and goals.

(Supplement)
AGENDA ITEM #23-e:

Reports

SUBJECT:

Oklahoma Higher Learning Access Program 2000-01 Year End Report

RECOMMENDATION:

This is an information item only.

BACKGROUND:

The Oklahoma Higher Learning Access Program (OHLAP) was created by the Oklahoma Legislature in 1992. The program is designed to encourage high school students with limited family financial resources to plan and prepare themselves for postsecondary education. A college tuition scholarship is used as an incentive for students to successfully complete a college preparatory core curriculum and abide by certain conduct standards. Students must enroll in the program during the 8th, 9th, or 10th grade. From 1992 to 1999 the family income limit for participation was $24,000. For the 1999-2000 school year, the Legislature increased the limit to $32,000. During the 2000 session, the Legislature further increased the family income dramatically—from $32,000 to $50,000 for those enrolling in 2000-2001.

To date, the Legislature has appropriated a total of $9.1 million to be used strictly for the payment of OHLAP scholarships. The current annual “base” appropriation is $1.9 million.

POLICY ISSUES:

The OHLAP program is an integral part of the State Regents’ Brain Gain 2010 initiative to increase the number of college graduates in Oklahoma.

ANALYSIS:

The attached report highlights high school and college performance measures of students eligible for the OHLAP scholarship. It also summarizes enrollment in the program and scholarship payments to date.

Following are some of the major developments in OHLAP during the 2000-01 year:
• **Over 9,000 students enroll in one year:** Nearly 9,500 8th, 9th, and 10th grade students enrolled in the OHLAP program during the 2000-01 school year, an increase of almost 170%. The 2000-01 academic year was the first year of enrollment at the new $50,000 family income eligibility limit.

• **Preliminary college degree completion rates promising:** The 2000-01 academic year marks the fifth year of OHLAP scholarship eligibility for many of the very first class of OHLAP students. These OHLAP students graduated high school in 1996. While the numbers are not final, preliminary figures show that about 47% of the 1996 class have completed baccalaureate and/or associate degrees within five years; this compares to about 33% of all students that begin as first-time, full-time, freshmen. The final degree-completion percentage for the 1996 class is expected to exceed 50% when all students have completed their five years of eligibility. In addition, the degree-completion rate for the 1996 class will further increase as some students finish degrees the year after their scholarship eligibility has expired.
AGENDA ITEM #23-f:

Published Materials

SUBJECT: 2001-2002 The Plan for College Student Activity Booklet
GEAR UP for College: A Guide for Parents of 9 – 10th Graders
GEAR UP for College: A Guide for Parents of 11 – 12th Graders
Go to College on us! Academic Scholars brochure
Report Card on Oklahoma Higher Education, Fall 2001

RECOMMENDATION:

This item is for information only.

BACKGROUND:

The Oklahoma State Regents for Higher Education produce and distribute more than 35 publications each year to inform various audiences and constituencies of higher education policies, programs, services and benefits and to increase awareness and support of higher education’s objectives, goals, accomplishments and needs.

POLICY ISSUES:

The production and distribution of these materials is consistent with a recommendation made by the Citizens' Commission on the Future of Oklahoma Higher Education to better publicize higher education services and benefits. These activities are also consistent with the State Regents’ Brain Gain 2010 initiatives.

ANALYSIS:

The State Regents produced and distributed the following publications during October and November 2001 and January 2002

2001-2002 The Plan for College Student Activity Booklet
One hundred and fifty-five thousand (155,000) student activity booklets related to the GEAR UP The Plan (for college) video have been distributed to every Oklahoma public and private school with 5th through 7th grade students; academic and community libraries; and home school organizations. The booklets provide several entertaining exercises to reinforce the college
planning concepts presented in the video. This is the second year the student activity booklets have been produced.

**GEAR UP for College: A Guide for Parents of 9 – 10th Graders**  
**GEAR UP for College: A Guide for Parents of 11 – 12th Graders**  
Approximately 78,000 guides have been distributed directly to Oklahoma households of parents who have children in the 9 – 10th and 11 – 12th grades. Additional copies are available upon request. The guides include information on the important role parents play in preparing their children for college, the economic benefits of obtaining a college degree, high school courses required for college entry, admission standards, college costs and financial aid. In addition, the guides include a list of activities parents can do with their children to help prepare them for college. This is the second year the guides have been produced.

**Go to College on us! Academic Scholars brochure**  
Three thousand (3,000) copies of brochures on the Academic Scholars program have been produced for distribution to Oklahoma public and independent college and university presidents, Academic Scholars coordinators, high school senior counselors, and public and private high school principals. The brochure describes the benefits and qualification and application criteria for the program, lists contact information for Oklahoma public and independent colleges and universities and includes testimonials about the program from participants across the country. This is the second year the brochure has been produced.

**Report Card on Oklahoma Higher Education, Fall 2001**  
Eight thousand five hundred (8,500) comprehensive accountability reports on Oklahoma Higher Education have been produced for distribution to regents; college and university presidents, public information officers and other administrators; State Higher Education Executive Officers; the governor and his cabinet; legislators; and state and national media. The report card outlines state progress while providing comparative national figures in areas such as preparation, participation, student affordability, completion, benefits, resources and funding. This is the second year the report card has been produced.