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OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION

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*Improving our future by degrees*

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# *Agenda*

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**January 29, 2015**

#### NOTE

This document contains recommendations and reports to the State Regents regarding items on the January 29, 2015 regular meeting agenda. For additional information, please call 405-225-9116 or to get this document electronically go to [www.okhighered.org](http://www.okhighered.org) State System.

Materials and recommendations contained in this agenda are tentative and unofficial prior to State Regents' approval or acceptance on January 29, 2015.

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
655 Research Parkway, Oklahoma City

# **A G E N D A**

Thursday, January 29, 2015 – 9 a.m.  
State Regents' Conference Room  
655 Research Parkway, Suite 200, Oklahoma City  
Chairman Michael C. Turpen, Presiding

1. **Announcement of filing of meeting notice and posting of the agenda in accordance with the Open Meeting Act.**
2. **Call to Order.** Roll call and announcement of quorum.
3. **Minutes of Previous Meetings.** Approval of minutes.
4. **Report of the Chairman.** (No Action, No Discussion).
5. **Report of Chancellor.** (No Action, No Discussion).

## **ACADEMIC**

6. **New Programs.** Southeastern Oklahoma State University. Approval to offer the Graduate Certificate in Management. Page 1.
7. **Program Deletions.** Approval of institutional request for a program deletion. Page 7.
8. **Policy.**
  - a. Approval of revisions to the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy. Page 9.
  - b. Approval of revisions to the Credit for Extrainstitutional Learning policy. Page 23.
  - c. Approval of revisions to the Teacher Education and Teacher Professional Development Residency policies. Page 29.
9. **Oklahoma's Promise.** Presentation of the Oklahoma's Promise Year End Report 2013-2014. Page 37.

## **FISCAL**

10. **E&G Budget.** Allocation of Cigarette and Tobacco Tax Revenue. Page 45.

11. **Policy.** Administrative Operations – Purchasing - Proposed Rule Revisions. Page 47.
12. **EPSCoR.** Approval of Contract and Allocation of Matching Funds for the National Science Foundation. Page 49.
13. **Contracts and Purchases.** Approval of purchases over \$100,000. Page 53.
14. **Investments.** Approval of new investment managers. Page 55.

## **EXECUTIVE**

15. **Technology Transfer.** Acceptance of the Technology Transfer Report and Policy Review. Page 57.
16. **Commendations.** Recognition of State Regents' staff for service and recognitions on state and national projects. Page 71.
17. **Executive Session.** Page 75.
  - a. Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board's attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.
  - b. Enter into executive session.
  - c. Open session resumes.
  - d. Vote to exit executive session.

## **CONSENT DOCKET**

18. **Consent Docket.** Approval/ratification of the following routine requests which are consistent with State Regents' policies and procedures or previous actions.
  - a. Programs.
    - (1) Program Modifications. Approval of institutional requests. Page 77.
    - (2) Program Suspensions. Ratification of institutional requests. Page 97.
  - b. Reconciliation. Approval of institutional request for program reconciliation. Page 99.
  - c. Electronic Delivery. Approval of requests to offer existing degree programs via online delivery for Carl Albert State College. Page 101.

- d. GEAR UP. Ratification of incentive support for implementation of the College Liaison/Coach intervention strategy serving students at participating GEAR UP middle and high schools. Page 103.
  - e. Agency Operations. Ratification of purchases over \$25,000. Page 107.
19. **Reports.** Acceptance of reports listed.
- a. Programs. Status report on program requests. Page 109. (Supplement)
  - b. Annual Reports.
    - (1) Report of the Oklahoma State University Center for Veterinary Health Sciences policy exception regarding transfer admissions. Page 111.
    - (2) Report of the University of Oklahoma's holistic admission process. Page 113.
20. **Report of the Committees.** (No Action, No Discussion).
- a. Academic Affairs and Social Justice and Student Services Committees.
  - b. Budget and Audit Committee.
  - c. Strategic Planning and Personnel Committee and Technology Committee.
  - d. Investment Committee.
21. **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."
22. **Announcement of Next Regular Meeting** — The next regular meetings are scheduled to be held on Wednesday, March 4, 2015 at 10:30 a.m. and Thursday, March 5, 2015 at 9 a.m. at East Central University in Ada, Oklahoma.
23. **Adjournment.**



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
January 29, 2015

**AGENDA ITEM #6:**

**New Programs.**

**SUBJECT:** Southeastern Oklahoma State University. Approval to offer the Graduate Certificate in Management.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Southeastern Oklahoma State University's request to offer the Graduate Certificate in Management through online delivery, with the stipulation that continuation of the program will depend upon meeting the criteria established by the institution and approved by the State Regents, as described below.**

- **Graduate Certificate in Management.** This certificate is embedded within the Master of Business Administration in Business Administration (075) and will be included in the regular 5-year program review.

**BACKGROUND:**

**Academic Plan**

Southeastern Oklahoma State University's (SEOSU) 2013-2014 Academic Plan lists the following institutional priorities and new funding initiatives:

- **Regional Accreditation**
  - The Higher Learning Commission (HLC) conducted a comprehensive evaluation visit for continued accreditation at Southeastern on February 24-26, 2014. The self-study coordinator and steering committee worked on the self-study report. Two reports, the *Institutional Data Update* and the *Substantive Change Application for an Additional Location* (new location for program delivery at Grayson College South Campus in Van Alstyne, Texas) were submitted in HLC in April and July of 2012, respectively.
- **Specialized Accreditation**
  - Southeastern is committed to academic excellence and several disciplines have achieved specialized accreditation. Listed below are current activities regarding specialized accreditation:
  - Association to Advance Collegiate Schools of Business (AACSB) – The John Massey School of Business (JMSB) received initial AACSB accreditation in 2009; this accreditation applies to all undergraduate and graduate programs. The last maintenance of accreditation review occurred for October 27-29, 2013, the year of record for the review is 2012-2013.
  - National Association of Schools of Music (NASM) – Music programs at Southeastern have been accredited by NASM since 1978. A team completed a visit for continued accreditation on March 24-26, 2013; Southeastern prepared its final response to the Commission Action Report from NASM and it was acted upon in November 2013.

- Aviation Accreditation Board International (AABI) – On July 31, 2013, Southeastern received notice that the interim report was accepted by the AABI Board of Trustees and no further action is required until the next visit in 2017. Undergraduate aviation programs at all four locations (Durant Campus, Tinker Air Force Base, Oklahoma City Community College, and Rose State College) are accredited until 2017. The Aviation Sciences Institute is preparing to seek AABI accreditation for the M.S. in Aerospace Administration and Logistics.
  - Council for the Accreditation of Counseling and Related Educational Programs (CACREP) – In July 2012, Southeastern was notified that that M.A. in Clinical Mental Health Counseling was accredited by CACREP for eight years. The next visit will be in 2020.
  - National Council for Accreditation of Teacher Education (NCATE) – Teacher Education programs at Southeastern were accredited by NCATE in October 2010. The next visit will be in 2017.
  - The Department of Occupational Safety and Health is researching the feasibility of achieving accreditation by the Accreditation Board for Engineering and Technology (ABET). The department chair attended the annual ABET symposium in Spring 2013 that provided information regarding ABET accreditation.
- Choctaw University
    - Representatives from the Office of the Academic Affairs and Choctaw Nation have successfully developed a new academic partnership called Choctaw University. Students enrolled in the Executive Leadership Training Program of the Choctaw Nation have the option to targeted courses for university credit. To support this initiative, 19 new courses in Leadership (LEAD prefix) have been developed to be offered in an eight-week format. Southeastern also is developing a Leadership Option for the B.A. in Communication designed to articulate with the overall objectives and outcomes of the Choctaw University program.
- Bachelor of Science in Liberal and Applied Studies
    - The Bachelor of General Studies (BGS) was modified into the Bachelor of Science in Liberal and Applied Studies (BSLAS) to support this partnership and better meet the needs of our students. The BSLAS allows students to design a course of study that suits their individual educational goals. It empowers students to have more control over their college academic experience, and, because of the broad-based curriculum, allows them to exercise creativity and innovation as they plan for their own careers.
- Bachelor of Science in Organizational Leadership (Reach Higher)
    - Southeastern is expanding its marketing of Reach Higher into movie theaters in Sherman and Paris, Texas, and Ardmore, Oklahoma. Reach Higher is presented at recruiting fairs, job fairs, and various civic and industry organizations thus creating greater awareness of degree completion options available at Southeastern.
- Sustain Current and Develop New Outreach Initiatives
    - Southeastern currently is authorized to deliver degree programs at six off-campus locations in Oklahoma and one location in Texas. On July 23, 2013, Southeastern was notified that its *Substantive Change Application for an Additional Location* for Grayson College South Campus in Van Alstyne, Texas was approved by the Higher Learning Commission. At the December 5, 2013 meeting, the State Regents approved Grayson College South Campus as an additional location for Southeastern. For the two out-of-state locations, Southeastern uses a financial model that requires all expenditures for program delivery must be offset by on-site revenues. Southeastern uses a combination of full-time anchor faculty at the off-campus locations, distance

education modes of delivery from the main campus, and the hiring of on-site adjunct faculty to deliver these programs in a cost-effective manner.

- Review of the Academic Policies and Procedures Manual
  - Last year, Southeastern initiated a comprehensive review of its Academic Policies and Procedures Manual (APPM). This collaborative effort of the Office of Academic Affairs and the Faculty Senate has made good progress; the reviewed chapters have been updated so that they accurately reflect current practices, more clearly define policies and procedures, and make processes more consistent and efficient. The 2012-13 effort focused primarily on revising the tenure/promotion policy; changes will be applied to applications for tenure/promotion in 2013-14. Additional chapters will be reviewed and revised.

**APRA Implementation**

In August 1991, the State Regents launched the Academic Planning/Resource Allocation (APRA) initiative, which was based on the principle that institutional officials would prioritize their programs and activities, and then fund higher priority activities at levels that ensured quality. In times of flat or declining budgets or financial constraints, institutions are expected to reallocate resources from lower priority activities to higher priority activities, rather than reducing quality by funding lower priority activities at the same rate as higher priority activities.

Since 1992, SEOSU has taken the following program actions in response to APRA:

29	Degree and/or certificate programs deleted
22	Degree and/or certificate programs added

**Program Review**

SEOSU offers 54 degree and/or certificate programs as follows:

0	Certificates
0	Associate in Arts or Sciences Degrees
0	Associate in Applied Science Degrees
41	Baccalaureate Degrees
13	Master’s Degrees
0	Doctoral Degrees
0	First Professional Degrees

All of these programs were reviewed in the past five years with the exception of those programs with specialty accreditation. Programs with specialty accreditation are aligned with SEOSU’s program review schedule as appropriate. Thus, if a professional program received a ten-year accreditation, it would not be reviewed for ten years, which is an approved exception to State Regents’ policy.

**Program Development Process**

SEOSU’s faculty developed the proposal, which was reviewed and approved by institutional officials. SEOSU’s governing board approved the Graduate Certificate in Management at the June 20, 2014 meeting. SEOSU requests authorization to offer this certificate, as outlined below.

SEOSU is currently approved to offer the following degree programs through online delivery:

- Bachelor of Arts in Criminal Justice (059)
- Bachelor of Business Administration in Management (027)

- Bachelor of Science in Computer Information Systems (061)
- Bachelor of Science in Computer Science (052)
- 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)
- Master of Education in Secondary Education (074)
- Master of Science in Aerospace Administration and Logistics (079)
- Master of Science in Native American Leadership (112).

**POLICY ISSUES:**

This action is consistent with the Academic Program Approval policy.

**ANALYSIS:**

**Graduate Certificate in Management**

**Program purpose.** The proposed certificate is embedded within the Master of Business Administration in Business Administration (075) and is designed for individuals who are currently employed in management positions. After completion of the proposed certificate, students will be able to effectively communicate both orally and in writing, with the ability to develop thoughtful solutions to business problems.

**Program rationale and employment opportunities.** The proposed certificate is not designed to lead to employment. Rather, SEOSU anticipates that individuals interested in pursuing the proposed certificate will already be employed in their chosen profession and seek advanced education to further develop critical, analytical, strategic, and ethical thinking and problem solving skills to address complex and multifaceted business problems in the workplace environment.

**Student demand.** The proposed certificate program is expected to fulfill student demand within the Master of Business Administration in Business Administration (075) program.

**Duplication and impact on existing programs.** There are no Graduate Certificate in Management programs offered in Oklahoma. A system wide letter of intent was communicated by email on September 4, 2014. The University of Oklahoma (OU) and the University of Central Oklahoma (UCO) requested a copy of the proposal which was sent on October 30, 2014 and October 23, 2014, respectively. Neither OU, UCO, nor any other State System institutions notified the State Regents’ office of a protest. Approval will not constitute unnecessary duplication.

**Curriculum.** The proposed certificate program will consist of 18 total credit hours as shown in the following table. No new courses will be added and the curriculum is detailed in the attachment (Attachment A).

Content Area	Credit Hours
Program Requirements	18
<b>Total</b>	<b>18</b>

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

**Delivery method and support services.** SEOSU will utilize the Blackboard learning and course management system and Campus Connect (web-based student information system) to deliver and support the program. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty. Additionally, the library, facilities, and equipment are adequate for this degree program.

**Financing and program resource requirements.** The proposed program is an embedded certificate within the Master of Business Administration in Business Administration (075) program. Program resource requirements are supported through the main program and the certificate will be offered on a self-supporting basis. Current tuition and fee structure will be sufficient to adequately fund the certificate. No additional funding is requested from the State Regents to support the certificate.

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY  
GRADUATE CERTIFICATE IN MANAGEMENT**

<b>Degree Requirements</b>		<b>Credit Hours</b>
<b>Program Requirements</b>		<b>18</b>
MNGT 5223	Behavioral Management	3
MKT 5243	Marketing Management	3
BIM 5793	Management Information Systems	3
BUS 5563	Applied Business Projects	3
MNGT 5603	Strategic Management	3
MNGT 5453 or MNGT 5773	Contemporary Issues in Management Principle-Centered Leadership and Ethics	3
<b>Total</b>		<b>18</b>

Meeting of the  
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**AGENDA ITEM #7:**

**Program Deletions.**

**SUBJECT:** Approval of an institutional request.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the following request for a program deletion as described below.**

**BACKGROUND:**

**Carl Albert State College (CASC) requests authorization to delete the program listed below:**

- **Associate in Applied Science in Radiologic Technology (058)**

**POLICY ISSUES:**

This action is consistent with the State Regents' Academic Program Review policy.

**ANALYSIS:**

CASC requests authorization to delete the Associate in Applied Science in Radiologic Technology (058). This program was approved at the April 3, 2003 State Regents' meeting. Reasons for requesting the deletion include:

- CASC reports this program is no longer cost-effective and graduates are faced with a saturated job market and limited job opportunities.
- CASC reports the curriculum is offered through Connors State College and area technology centers, as well as the University of Arkansas at Fort Smith.
- CASC also indicates that two faculty members within the program have announced their retirement but have agreed to continue throughout the teach-out of the 2014-2015 student cohort.
- There are currently 11 students enrolled with an expected graduation date of May 2016.
- Sixteen courses will be deleted.
- Funds will be reallocated to general expenditures.



Meeting of the  
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**AGENDA ITEM #8-a:**

**Policy.**

**SUBJECT:** Approval of revisions to the State Regents' Cooperative Alliances Between Higher Education Institutions and Technology Centers policy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve revisions to the Cooperative Alliances Between Higher Education Institutions and Technology Centers policy, as described below.**

**BACKGROUND:**

In 1988, the State Regents approved the Guidelines for Approval of Cooperative Agreements Between Technology Centers and Colleges policy. The Oklahoma State Regents for Higher Education (OSRHE) have provided policy structure and oversight for higher education institutions and technology centers to enter into agreements that allow secondary and postsecondary technology center students access to college credit in technical content through approved cooperative alliance programs.

The policy expanded educational opportunities and encouraged higher education institutions and technology centers to develop resource-sharing partnerships. These cooperative agreement programs are formal programmatic agreements between the higher education institution and the technology center that lead to an Associate in Applied Science (AAS) degree and subsequent employment in occupational and technical fields.

The purpose of cooperative alliances was to create a more student-centered collaboration between higher education institutions and technology centers. The goals of these collaborations were to: 1) increase the number of high school students going to college, 2) increase the number of adults continuing or beginning college, 3) expand access to postsecondary education and 4) efficiently use federal, state and local resources. Cooperative Alliances have been voluntary partnerships between a higher education institution and a technology center that align academic, business and administrative practices for postsecondary educational purposes.

**POLICY ISSUES:**

In 2012, the Higher Learning Commission (HLC) received an institutional request to add its technology center partners as additional locations. This request prompted an extensive review of the State Regents' current policy regarding relationships between degree-granting colleges in Oklahoma accredited by the HLC and non-degree-granting technology centers accredited by the Oklahoma Department of Career and Technology Education. Following the review, HLC determined the OSRHE policy governing cooperative alliance agreements with technology centers is not aligned with current HLC standards for accreditation and assumed practices, and informed the Chancellor of its concerns. The review and communication from HLC prompted revisions to policy governing cooperative alliance agreements to strengthen higher education's oversight of these programs through control and assessment of academic

programs, control and oversight of faculty and their credentials, increased academic rigor, transparency, and accountability.

**ANALYSIS:**

The substantive revisions created a policy framework that outlines the process through which higher education institutions may enter into contractual arrangements with non-degree granting entities.

Revisions to the policy were developed by the Council on Instruction (COI) Cooperative Agreements Committee. All chief academic officers at institutions with existing cooperative agreement programs with technology centers participated in the policy revision. The proposed revisions were approved by COI in October 2014. The Council of Presidents posted the policy changes in November 2014 and approved the policy on December 10, 2014. A copy of the proposed revisions is attached. The proposed revisions are summarized below.

- **Policy Title** – changed from Cooperative Alliances Between Higher Education Institutions and Technology Centers to Contractual Arrangements Between Higher Education Institutions and Other Entities
- **3.6.1 Purpose** – outlines the purpose of contractual arrangements as the need to ensure appropriate assurances and information to comply with State Regents and HLC standards.
- **3.6.2 Definitions** – added definitions for accredited institutions or entities, contractual arrangement, contractual course inventory/technical crosswalk, entity, and unaccredited, and deleted definitions for AAS degree, Cooperative Alliance, Cooperative Alliance Program, Partners, and Technology Center.
- **3.6.3 Principles and Goals** – the substantive changes to this section outline the principle of contractual arrangements is to best serve the educational needs of its service area while leveraging available resources.
- **3.6.4 Requirements of a Contractual Arrangement** – the substantive changes to this section establish the requirements of a higher education institution to enter into a contractual arrangement. Moreover, these requirements strengthen the accountability and oversight the higher education institution will have over the contractual arrangement and increase the transparency of the contractual arrangement between the higher education institution and the unaccredited and/or non-degree granting entity.
- **3.6.5 Elements within Contractual Arrangements** – substantive changes in this section outline the information that shall be included in the contract with respect to curriculum, quality assurance, criteria for admission, student support services, finances, marketing and outreach, and reporting requirements.
- **3.6.6 Procedures** – this section outlines the procedure by which an institution shall seek approval for a contractual arrangement.
  - a.
- **3.6.7 Reporting** – this section outlines the state-level report that will summarize the status of contractual arrangements that will focus on the effectiveness and efficiency of contractual arrangements.

It is recommended that the State Regents approve the revised policy.

Attachment

[Policy Excerpt]

3.6 ~~*Cooperative Alliances Contractual Arrangements Between Higher Education Institutions and Technology Centers*~~ *Other Entities*

3.61 Purpose

The purpose of the Contractual Arrangements Between Higher Education Institutions and Other Entities policy is to ensure that appropriate assurances and sufficient information are received to document institutional compliance with the standards and requirements within State Regents policy and within Higher Learning Commission (HLC) Criteria, Assumed Practices, and Obligations of Affiliation. ~~Cooperative Alliances is to expand student access to Oklahoma's educational opportunities with resource-sharing partnerships between institutions of the State System and CareerTech technology centers for the benefit of Oklahoma citizens, business, industry, and students. Cooperative Alliances are student-centered partnerships organized to encourage and facilitate progress toward college graduation and designed to ensure that students obtain the technical and academic skills that will allow them to succeed in today's dynamic knowledge-based, technology-driven global economy.~~

~~Cooperative Alliances are formed with Oklahoma public colleges or universities that offer the Associate in Applied Science (AAS) as Cooperative Agreement Programs (CAP) with an Oklahoma public technology center. Students enrolled in CAPs are treated as members of the higher education community. These students benefit from college support services including academic advising and counseling, convenient admission and enrollment processes, financial aid, career advisement and job placement assistance.~~

When contracting certain functions, the institution is responsible for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions. Although a related entity may affect an institution's ongoing compliance with State Regents or HLC standards, the State Regents will review and hold responsible only the state system institution for compliance to its policy.

3.62 Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

“Accredited” refers to institutions or entities that have achieved recognition through the process used by the State Regents and other entities recognized by the U.S. Department of Education to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

~~“Associate in Applied Science (AAS) degree” is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours) that emphasizes a technical or occupational specialty and is designed to lead the student directly to employment. Unlike the Associate in Arts (AA) or Associate in Science (AS) degrees, the AAS is not designed to transfer all courses to a Bachelor of Arts (BA) or Bachelor of Science (BS); however, the courses may~~

~~transfer to a technical baccalaureate degree program.~~

“Contractual Arrangement” is typically one in which an institution enters an arrangement for receipt of courses or programs or portions of courses or programs (i.e., clinical training internships, etc.) delivered by another institution, service provider, or entity.

“Contractual Course Inventory/Technical Crosswalk” refers to the approved technical courses approved systemwide and applicable to degree requirements within contractual arrangements. The inventory of approved technical courses is maintained and updated annually by the State Regents through a faculty-driven process.

~~“Cooperative Agreement Program (CAP)” is a formal, academic program offered by institutions in the Oklahoma State System for Higher Education that includes approved courses taught by a CareerTech technology center and leads to an Associate in Applied Science (AAS) degree or a college-level certificate in a technical or occupational field.~~

~~“Cooperative Alliance” is an agreement between one or more institutions in the Oklahoma State System for Higher Education and one technology center as a joint vision of a collaborative partnership designed to benefit students and enhance the technical workforce in that part of Oklahoma. A Cooperative Alliance is voluntary and agreed upon by all partners and their governing boards. The State Regents for Higher Education and the State Board of Career and Technology Education review and approve the agreement for each Cooperative Alliance. The approved Cooperative Alliance agreement remains in force until the governing boards of the Cooperative Alliance partners dissolve the agreement.~~

“Entity” refers to an organization that has an identity and operation independent, separate and distinct from the institution.

~~“Institution” refers to any college or university of the Oklahoma State System of Higher Education listed in the State Regents *Governance Policy* (1.7). and that offer AAS degrees.~~

~~“Partners” are institutions and technology centers that enter into a Cooperative Alliance agreement. The agreement delineates the roles of each partner in providing the academic program and support services to the students enrolled in CAPs.~~

~~“Technology center” refers to a center established by criteria and procedures for the establishment prescribed for governance of technology center school districts by the State Board of Career and Technology Education as provided by Section 9B, Article X, Oklahoma Constitution, and such districts so established shall be operated in accordance with rules of the State Board of Career and Technology Education, except as otherwise provided in this title.~~

“Unaccredited” refers to institutions or entities that have not achieved recognition through the process used by the State Regents and other entities recognized by the U.S. Department of Education to ensure postsecondary education providers

meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

### 3.6.3 Principles and Goals

~~The driving principle of the Cooperative Alliance is to build a student-centered, rather than institution-centered approach to the use of CAPs. The four goals of the Cooperative Alliance are:~~

~~To enroll more high school students in college;—~~

~~To encourage more adults to continue their education or begin college;~~

~~To expand access to postsecondary (college and career/technical) education; and~~

~~To efficiently use federal, state and local resources.~~

~~The mission of the Cooperative Alliance is to offer AAS degrees and college-level certificates that benefit students, employers, and the public. By fulfilling the mission, the Cooperative Alliance significantly impacts the economy and quality of life in the areas served by the partners.~~

~~The principle is to allow the institution to best serve the educational needs of its service area while leveraging the resources available through other entities.~~

~~The goal of the policy is to prescribe standards and expectations for contractual arrangements that allow an institution to outsource some portion of one or more of its educational programs to any of the following:~~

- A. ~~an unaccredited, degree-granting institution or entity;~~
- B. ~~an accredited, non-degree-granting institution or entity;~~
- C. ~~an institution or entity not accredited by an accrediting agency recognized by the U.S. Department of Education; or~~
- D. ~~a corporation or other entity.~~

### 3.6.4 Requirements of a Cooperative Alliance Agreement-Contractual Arrangement

#### A. Conceptual basis

- ~~1.——The Cooperative Alliance is student-centered, focusing on an integrated learning experience for each student which has as its goal the completion of the AAS degree or college-level certificate program.~~
- ~~2.——The Cooperative Alliance offers AAS degrees and college-level certificate programs that focus on technical knowledge and skills in addition to general academic knowledge and skills that are useful in the workplace and for a higher quality of life and lifelong learning.~~
- ~~3.——A higher education institution partner will maintain an official college transcript for each student who enrolls in an approved course taught at the technology center and who chooses to take the course for college credit as part of a CAP.~~
- ~~4.——All higher education partners and technology centers will participate in a statewide transfer equivalency matrix of technical~~

~~courses maintained by State Regents for all approved courses in CAPs.~~

- ~~5. The Cooperative Alliance will focus on student success, including the completion of the AAS degree or college-level certificate program.~~
- ~~6. Each student at the technology center admitted to a higher education institution is a member of the collegiate community and receives services including academic advising, admission and enrollment, financial aid, career advisement, and job placement assistance. The provision of these services will be coordinated among partners in the Cooperative Alliance to insure consistency and to minimize duplication.~~
- ~~7. The Cooperative Alliance provides for student assessment consistent with State Regents' *Assessment Policy (3.19)* and accreditation standards.~~
- ~~8. The Cooperative Alliance provides for tracking of students in a seamless manner from first-time enrollment through graduation and initial employment, or transfer within the Oklahoma State System for Higher Education.~~

~~B. Scope~~

- ~~1. The Cooperative Alliance agreement supersedes all CAPs approved under the previous State Regents' *Guidelines for Approval of Cooperative Agreements between Technology Centers and Colleges (3.6)*. All prior approved CAP's will be grandfathered under this agreement.~~
- ~~2. Through the Cooperative Alliance, the higher education institutions will offer AAS degrees and college-level certificate programs in disciplines in cooperation with technology centers where effectiveness and efficiency can be enhanced and where a student-centered, competency-based approach can be maintained.~~
- ~~3. Consistent with the State Regents' *Electronically-Delivered and Traditional-Off-Campus Courses and Programs Policy*, CAPs offered at technology centers are meeting the educational needs of the community.~~
- ~~4. With the approval of the Cooperative Alliance partners, CAPs may be added to the agreement. If the partners cannot agree, the Chancellor for State System and the State Director for CareerTech will arbitrate.~~
- ~~5. The Cooperative Alliance partners will jointly plan and implement appropriate faculty and staff development activities to benefit the CAPs.~~
- ~~6. The Cooperative Alliance partners will jointly plan and implement a sharing of physical and human resources to support the Alliance, its programs, and related activities.~~

A State System institution may lend the prestige and authority of its accreditation to validate courses or programs offered under contractual arrangements with entities not appropriately recognized (as stipulated above) only when the following requirements are met with evidence:

- A. A contractual arrangement is executed only by duly designated officers of the institution (i.e. the president or his/her designee) and their counterparts in the related entity.
- B. The contract establishes definite understandings between the institution and the related entity regarding the work to be performed, the period of the arrangement, and the conditions for renewal, continuation, renegotiation, or termination of the contract.
- C. The primary purpose of offering such a course or program under a contractual arrangement is educational and where the program or course is not available in its entirety at the institution through existing offerings or resources, or where there is sufficient demand to warrant a contractual arrangement in addition to the institutional offering. The institution must employ appropriately qualified full-time faculty to offer the program.
- D. Any course or program offered through a contractual arrangement shall be consistent with the institution's mission and approved function.
- E. Courses offered through a contractual arrangement and the value and level of their credit shall be determined in accordance with established State Regents and institutional procedures and under usual mechanisms of review. A guidance document is available in the *Academic Affairs Procedures Handbook* and pertains to the contractual course inventory that will be annually maintained and updated through a faculty-driven process.
- F. Courses offered for credit shall remain under the sole and direct control of the State System institution granting the credit for the offering, and the institution shall have in place a process to ensure continued responsibility for the quality and academic integrity in the performance of the contractual arrangement. The institution shall provide evidence of provisions to ensure that the content and instruction in the contractual courses meet the standards of regular courses.
- G. The contractual arrangement shall clearly establish the responsibilities of the institution and the related entity regarding elements of the contract.

### 3.6.5 Elements within Contractual Arrangements

The elements of the contract shall include, but are not limited to, the following:

#### A. Curriculum

- ~~1. The Cooperative Alliance partners will offer high quality, AAS degree and college level certificate programs as CAPs, conferred by a higher education institution, that comply with applicable policies of the State Regents, CareerTech, and the local governing boards and~~

~~that meet the certification and training standards of business and industry.~~

- ~~2. All CAPs in place when the Cooperative Alliance agreement is approved are included and will be listed.~~
- ~~3. All continuing and future CAPs included in the Cooperative Alliance shall be subject to the State Regents' *Academic Program Approval and Academic Program Review* policies. The Criteria for Evaluation (3.4.6) include centrality to the mission, curriculum, academic standards, faculty, support resources, demand for the program, and complement to existing programs, unnecessary duplication, cost, and review.~~
1. Contractual arrangements may be utilized to offer high quality, high demand college-level certificate and degree programs conferred by the State System institution, that comply with applicable policies of the State Regents and meet the certification, licensure, and training standards of business and industry.
2. Programs engaged in contractual arrangements ~~All continuing and future CAPS included in the Cooperative Alliance~~ shall be subject to the State Regents *Academic Program Approval and Academic Program Review* policies. The Criteria for Evaluation (3.4.65) include centrality to mission, curriculum, academic standards, faculty, support resources, demand for the program, complement existing programs, unnecessary duplication, cost, and review.
3. The institution will participate in a statewide contractual course inventory/technical crosswalk approved for inclusion in contractual arrangements. This contractual course inventory will be maintained and updated as needed by the State Regents through a faculty-driven process. All awarded credit through contractual arrangements shall be appropriately identified by source and method on the transcript.
4. An advisory committee composed of faculty, staff, employers, and practitioners appropriate to each program shall assists in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the business and industry ~~occupational~~ community.

## B. Quality Assurance

### 1. Faculty

- a. ~~All technology center faculty teaching CAP courses must adhere to established higher education institutional adjunct faculty qualifications appropriate to faculty teaching in occupational and technical fields. Credentials must be a degree at the level at which the faculty member is teaching, e.g., at the Certificate level, the faculty must have a certificate in that field; at the Associate Degree level, the faculty must have an Associate Degree. The appropriate academic dean reviews all faculty credentials, and recommends all~~

~~faculty for approval. Once approved, technology center faculty in approved CAPs becomes listed as adjunct instructors for the higher education institution.~~

- a. The institution shall employ appropriately qualified full-time faculty to provide direct control over the entirety of the college-level certificate or degree program offered in a contractual arrangement. This institutional faculty member will serve as the designated liaison with content expertise to provide oversight of the contractual arrangement.
- ~~b. Any exception to the foregoing must be approved by the appropriate designee for Academic Affairs at the higher education institution.~~
- b. All faculty teaching in contractual arrangements shall adhere to established HLC standards and assumed practices regarding faculty qualifications. Faculty must possess an academic degree relevant to what they are teaching and at least one degree level above the level at which they are teaching except in programs when equivalent experience is established (i.e. at the Certificate level, the faculty must have an Associate Degree; at the Associate Degree level, the faculty must have a Bachelor Degree, etc.). The appropriate institutional academic administrator reviews all faculty credentials and recommends all faculty for approval prior to approval of the course through a contractual arrangement.
- ~~c. An annual faculty assessment, including student evaluation of instruction, will be conducted in accordance with established guidelines and procedures of the higher education institution.~~
- c. Any exception to the requirements for faculty qualification in this section of policy must be approved by the appropriate designee for Academic Affairs at the institution and evidence of equivalent experience must be provided. When faculty are appointed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment of such faculty.
- ~~d. All adjunct faculty must meet established institutional college adjunct faculty minimum employment standards associated with the academic program/division under which the CAP courses will be offered. Faculty credentials must meet these standards and be approved for adjunct status prior to approval of courses for college credit in the CAP.~~
- d. In accordance with established guidelines and procedures of the higher education institution, an assessment of faculty and appropriate credentials in contractual arrangements will be conducted routinely.

## 2. Program Quality

- ~~a. Assessment criteria are reviewed and approved by the higher education institution faculty on a course by course basis when the curriculum is approved. Assessments are reviewed annually.~~

- ~~b. An industry recognized certification relevant to the focus of the overall program content can be used as an additional assessment for the student and program relating to quality and rigor.~~
- ~~c. A specific full time or dean designated faculty liaison with at least a minimal level of content expertise provides annual review and alignment of courses offered for credit in the CAP. Faculty liaisons are members of the program advisory committee.~~
- ~~d. All CAPs will be included in the annual institutional program assessment activities.~~
- ~~e. To maintain quality of courses, the higher education institution will designate an appropriate individual to work as liaison between the technology centers and the higher education institution. The liaison will have a presence at the technology centers, will attend advisory committee meetings, counsel students, work with adjunct faculty, and keep the lines of communication open.~~
- ~~f. When the higher education institution does not employ full time faculty in an Associate in Applied Science degree which is not taught at the institution, but is active at the technology center, the institution will thoroughly assess the need for it to offer such a program, especially if the program is available at another state system institution. If determined to better meet the needs of the institution's service area if offered through the institution, the institution will designate a full time faculty member with a minimal level of content expertise to oversee the program. If no internal faculty expertise is available, the institution will engage the expertise of faculty at a higher education institution that employs full time faculty with expertise in the content area to ensure program quality and the designated faculty liaison as referenced in 3.6.4.D.2.c, will oversee the program, utilizing the outside expertise on a regular basis.~~
- ~~g. The higher education institution may look to established national accreditations and course specific certifications standards for quality control. For example, programs accredited by CAAHP, FAA or computer industry certifications through CompTIA, Microsoft, ORACLE and CISCO, provide guidelines and competencies to ensure quality content.~~

## 2. Program Quality

- a. The college-level certificates and degree programs offered in contractual arrangements shall be appropriate to higher education and engage students in collecting, analyzing, and communicating information, in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments.
- b. The institution shall offer college-level certificates and degree programs in contractual arrangements only in content areas for which it employs appropriately qualified full-time faculty.
- c. The institution shall refrain from entering into contractual

arrangements and/or transcribing credit that will not apply to its own college-level certificate or degree programs.

d. The institution shall designate specific full-time faculty with appropriate qualifications to oversee contractual arrangement programs.

e. All contractual arrangements shall be included in the annual institutional program assessment activities.

3. Advisory Committees

a. ~~Advisory committees will be representative of industry appropriate to the program, and ensure relevant curricula for job readiness.~~

b. Advisory committees shall be composed of faculty, staff, employers, and practitioners appropriate to each program and ensure relevant curricula for the college-level certificate or degree program.

c. Full-time institutional faculty ~~shall will~~ serve on the advisory committee, in addition to ~~the technology center faculty representatives from the contractual entity.~~

c. Recommendations for additions, changes, and/or deletions to credit offerings within a contractual arrangement for CAPSs which are only offered at the technology center will shall be based upon on recommendations from the advisory committee and faculty ~~liaisons,~~ and on changes in accreditation and/or certification changes. These recommendations ~~shall be~~ are reviewed and approved by the ~~higher education~~ institution's internal curriculum review process and then provided to the State Regents OSRHE for final approval.

4. Continuous Improvement

a. Each contractual arrangement Cooperative Alliance program shall ~~will~~ be reviewed in accordance with the ~~higher education~~ institution's annual internal assessment program.

b. The results of the annual internal assessment program ~~shall will~~ be used to ensure the continuous improvement of program and course content.

C. Criteria for admissions

1. College admission requirements approved by the State Regents (see State Regents' *Institutional Admission and Retention Policy* ~~policy~~) and *Academic Procedures Handbook*) for admission to the ~~higher education~~ institutions or contractual arrangements shall be ~~are~~ listed in the institution's catalog and shall apply to ~~recent~~ high school graduates and adults.

2. High school juniors and seniors are admissible ~~as concurrent students to an Oklahoma State System of Higher Education~~

~~college or university that offers AAS degrees and college level certificate programs and to enroll in only contractual arrangement technical courses at the technology center as approved by the State Regents (see State Regents' *Academic Affairs Procedures Handbook*).~~

3. High school students ~~also~~ must provide a letter of support from a counselor at the high school or other entity counselor and written permission from a parent or legal guardian.
4. High school students ~~concurrently~~ enrolled in college courses through contractual arrangements, including all courses in the CAP, may continue ~~concurrent~~ enrollment in subsequent semesters if they earn a college CGPA of 2.0 or above on a 4.0 scale (see State Regents' *Institutional Admission and Retention* policy).
5. The contractual arrangement shall explain the role of the contractual partner in admissions and the controls in place to ensure that appropriately qualified students are admitted.

D. Student Support Services

1. ~~The higher education institutions and contractual entity technology centers~~ will provide integrated and comprehensive academic advising and support services to students enrolled in contractual arrangements, as part of the Cooperative Alliance to insure effectiveness without duplication or redundancy of effort.
2. Counselors and faculty at the ~~higher education institution and the contractual entity technology center~~ may use the ACT PLAN score and ACT PLAN sub-scores (and other available test scores, such as the ACT, SAT, TABE, ACT Compass, Accuplacer), the student's previous academic record, recommendations from high school administrators/counselors/teachers, a high school Plan of Study, and personal knowledge of the student to advise the student.
3. High school students must be advised of the State Regents' *Institutional Admission and Retention Policy* (3.9.6.I.1) regarding the workload requirement of enrolling in a total number of credit hours combining college courses, including all courses in the contractual arrangement-CAP, and high school courses.

E. Financial

1. ~~The primary cost of instruction for technical courses in the CAPs taught at the technology center by the center's faculty will be borne by the technology center. The primary cost of instruction for courses offered by the higher education institution in the CAPs, taught at the technology center or the institution by the institution's faculty, shall be borne by the higher education institution.~~
2. ~~Cost to Students~~

- a. ~~High school students, who are admitted to a higher education institution and enrolled in an approved CAP technical or occupational course offered at the technology center, shall not pay college tuition. However, there may be college fees charged that are applicable to all students.~~
- b. ~~Adult students, who are admitted to a higher education institution and enrolled in an approved CAP technical or occupational course offered at the technology center, shall pay to the technology center only the program tuition established by the center. Adult students shall not pay college tuition. However, there may be college fees charged that are applicable to all students.~~
- c. ~~College courses, such as general education, may be offered at the technology center by a higher education institution. The direct costs of instruction for these courses are borne by the higher education institution and the enrolled student will be charged the applicable college tuition and fees, payable to the institution.~~

1. The financial arrangements for the contractual arrangement must identify the following elements:
  - a. student costs (tuition, fees, etc.);
  - b. differentiation of tuition costs from other programs at the institution, if any;
  - c. contractual partner to which the student remits payments (tuition, fees, etc.), if any;
  - d. description of how the contractual partner is compensated for involvement in the program, if any;
  - e. allocation of payments (tuition, fees, etc.) among parties, if any.
2. A standardized statewide academic service fee established by the State Regents will apply for contractual arrangements (see State Regents' *Academic Affairs Procedures Handbook*).

F. Marketing and Outreach

1. The marketing goals of the contractual arrangements ~~Cooperative Alliance~~ are to create an awareness and to promote the advantages to potential students and to the community, including high school teachers, faculty, staff, administrators, governmental agencies, and employers.
2. All publications and advertisements ~~shall~~ will identify ~~the~~ which higher education institution ~~that~~ is awarding the credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements listed in the State Regents' *Institutional Accreditation Policy* ~~policy~~ (3.1.7) that prohibit higher education institutions or other entities ~~technology centers~~ from making misleading, deceptive, and/or inaccurate statements in brochures, Web sites, catalogs, and/or other publications.

Failure to comply with this requirement may result in the nullification of the contractual arrangement(s). ~~Cooperative Alliance and all CAPs under that Cooperative Alliance.~~

G. Institutional Reporting Requirements

1. The institution shall annually provide an accurate list of college-level certificate and degree programs available through contractual arrangements to the State Regents.
2. The institution shall annually provide an accurate list of courses available through contractual arrangements to the State Regents.
3. An annual summary report to the State Regents on the performance of contractual arrangements ~~the Cooperative Alliance~~ during the previous fiscal year is required, including information on enrollment, retention and graduation, student and program assessment reports, financial arrangements, marketing endeavors, cost, and other notable accomplishments and challenges. ~~This report shall be jointly prepared and submitted to the respective local governing boards.~~

3.6.6 Procedures

An Oklahoma State System institution seeking approval for a contractual arrangement ~~CAP with a technology center~~ upon approval of its by the governing board shall have the president submit the contractual arrangement ~~CAP~~ to the Chancellor for State Regents' consideration. ~~The president will be informed of the recommendation prior to its formal submission.~~

3.6.7 Reporting

The State Regents' staff will provide periodic reports to the State Regents summarizing the status of contractual arrangements. ~~Cooperative Alliances and CAPs~~. Such reports shall contain information about effectiveness and efficiency of the contractual arrangements ~~Cooperative Alliances~~ individually and as a model for offering academic programs. Reporting to the institutions and contractual entities ~~technology centers~~ will be conducted during regularly scheduled workshops.

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*Approved October 17, 1988. Revised January 24, 1997; June 29, 2001; February 12, 2009, \_\_\_\_\_, 2015.*

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
January 29, 2015

**AGENDA ITEM #8-b:**

**Policy.**

**SUBJECT:** Approval of revisions to the State Regents' Credit for Extracurricular Learning policy.

**RECOMMENDATION:**

**It is recommended that the State Regents approve revisions to the Credit for Extracurricular Learning policy, as described below.**

**BACKGROUND:**

The Credit for Extracurricular Learning policy provides the framework through which students can demonstrate learning achieved through non-traditional learning environments and provides a systematic process of validating and awarding credit on a course-by-course basis. The policy assures the maintenance of uniform academic standards with regard to the evaluation of experiences leading to the awarding of credit for extracurricular learning, and provides for uniform transfer of credit for extracurricular learning among institutions of the system.

Revisions to the Credit for Extracurricular Learning policy adopted by the State Regents in recent years are summarized below:

- July 28, 1975 – Revisions to the fee requirement for examinations.
- October 23, 1985 – Revisions removed the limits on the number of credits that can be awarded, added the procedures by which institutions can validate extracurricular learning, removed minimum scores for advanced standing exams, and removed the statement regarding fees.
- July 8, 1995 – Revisions updated terminology, reinstated the 12 hour requirement for validation of credit awarded, updated nationally recognized methods for assessing extracurricular learning, and added a statement regarding what can be charged by institutions for the assessment.
- June 29, 2006 – Revisions updated the nomenclature and publications referenced in the policy.

**POLICY ISSUES:**

The Credit for Extracurricular Learning policy sets the principles, definitions, criteria and guidelines to assist institutional officials in validating learning achieved through non-traditional learning environments.

**ANALYSIS:**

Revisions update nomenclature and publications referenced in policy and align with language used nationally relative to credit for prior learning. Additionally, a new section was added to policy regarding oversight and evaluation of credits awarded for prior learning.

A copy of the proposed revisions is attached. The proposed revisions are summarized below.

- **Policy Title** – changed from Credit for Extracurricular Learning to Credit for Prior Learning.
- **3.15.3.C.8 Principles** – added use of the systemwide assessment inventory as an option for institutions to validate prior learning for awarding credit.
- **3.15.3.E Principles** – a new section that states direct instruction of coursework from technology centers shall not be utilized for awarding credit for prior learning.
- **3.15.3.F Principles** – a new section that states a systemwide technical assessment inventory shall be maintained and updated through a faculty driven process.
- **3.15.3.K Principles** – a new section that states institutional technical assessments, to validate learning from non-degree granting entities not associated with technology centers, shall be developed by qualified faculty.
- **3.15.4 Oversight and Evaluation** – a new section that establishes the requirements for oversight and evaluation to protect the integrity and credibility of credits awarded through prior learning assessments.

It is recommended that the State Regents approve the revised policy.

Attachment.

[Policy Excerpt]

**3.15 Credit for ~~Extr~~institutional~~Prior~~ Learning**

3.15.1 Purpose

In recognition of the need to evaluate learning ~~which has taken place~~ acquired from other sources, outside of the formal higher education structure, such as work experience, non-degree granting institutions, professional training, military training, or open source learning, the State Regents have adopted the following policy. ~~The State System institutions should~~shall provide a systematic and comparable means through which students ~~might~~may be awarded credit for ~~extr~~institutional~~prior~~ learning. State System policy should assure the maintenance of uniform academic standards with regard to the evaluation of experiences leading to the awarding of credit for ~~extr~~institutional~~prior~~ learning, and provide for uniform transfer of credit for ~~extr~~institutional~~prior~~ learning among State System institutions ~~of the system~~. State System institutions ~~should~~shall provide students with a means for evaluation of prior learning and shall develop institutional policies and procedures for evaluating ~~extr~~institutional~~learning~~ and for awarding credit consistent with this policy. These policies should include provisions for oversight and periodic evaluation to protect the integrity and credibility of this program and academic credits.

3.15.2 Definitions

The following words and terms, when used in the ~~Chapter~~policy, shall have the following meaning, unless the context clearly indicates otherwise:

“~~Extr~~institutional~~Prior~~ Learning” is ~~attained~~acquired outside the sponsorship of legally authorized ~~and accredited~~ postsecondary and higher education institutions accredited as degree-granting institutions. The term applies to learning acquired from, but not limited to, work and life experiences, non-degree granting institutions independent reading and study, the mass media and participation in formal courses sponsored by associations, business, government, industry, the military and unions professional training, military training, or open source learning.

“Transcript” is the official document issued by an institution with student information that is a complete and accurate reflection of a student’s academic career. It includes information such as GPA, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

~~3.15.3 Policy and Procedures~~Principles

- A. Students eligible to receive credit for ~~extr~~institutional~~prior~~ learning must be enrolled or eligible to re-enroll at the ~~awarding~~ institution awarding the credit.
- B. ~~Advanced standing~~ eCredit awarded to a student for ~~extr~~institutional~~prior~~ learning ~~awarded to a student~~ must be validated by successful completion of 12 or more semester hours at the awarding

institution before being placed on the student's official transcript. An institutional policy exception to this provision must be requested by the institution and approved by the State Regents.

- C. State System institutions awarding credit for ~~extracurricular~~ extracurricular learning ~~must~~ shall review and validate credit on a course-by-course ~~the learning on an individual basis using State Regents' recognized or approved methods.~~ The following publications and methods are among acceptable options for validating ~~extracurricular~~ extracurricular learning for awarding credit:
1. American Council on Education (ACE) Guide to Evaluation of Educational Experiences in the Armed Forces, National Guide to ~~Educational Credit for Training Programs~~ College Credit for Workforce Training, and ~~Guide to Educational~~ ACE Credit recommendations of college credit by Examination, as well as ACE credit-transcribed recommendations by ACE on the Army/ACE Registry Transcript System (AARTS) and the Sailor/Marine ACE Registry Transcript (SMART) on the Joint Service Transcript, and other publications as recommended by ACE.
  2. ~~New York Regents' College Credit Recommendations: The Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI)~~ The University of the State of New York's National College Credit Recommendation Service (CCRS).
  3. Standardized examinations such as The College Board Advanced Placement (AP) or College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES).
  4. Degree-relevant ~~extracurricular~~ extracurricular learning credit awarded and transcribed by other ~~accredited~~ accredited as degree-granting institutions.
  5. Assessment of Individual student portfolios using Council for Adult and Experiential Learning (CAEL) or other standardized guidelines.
  6. Higher Level courses in the International Baccalaureate Organization Diploma Program.
  7. Institutionally prepared ~~examinations~~ assessments developed by qualified faculty with content expertise.
  8. Use of the systemwide assessment inventory of industry, technical, and other assessments associated with technology center programs that have been evaluated for college credit.
- D. Neither the ACT nor the SAT shall be utilized by State System institutions for awarding credit.
- E. Direct instruction or coursework from technology centers shall not be utilized by State System institutions for awarding credit through this policy.

- F. Through a faculty driven process, a systemwide technical assessment inventory shall be maintained and updated as needed by the State Regents. The inventory shall consist of State Regents approved industry, technical, and alternative assessment instruments and methods associated with technology center programs that have been evaluated for credit.
- G. Credit awarded for ~~extracurricular~~ extracurricular prior learning may be applied to a degree program subject to meeting the requirements of the institution conferring the degree.
- H. Credit awarded for ~~extracurricular~~ extracurricular prior learning (number of semester hours and level) shall not exceed HLC standards ~~the~~ and ACE recommendations ~~of ACE~~.
- I. Examination scores, used to validate ~~extracurricular~~ extracurricular prior learning, must meet or exceed the minimums recommended by ACE for national examinations, at least a four (on a seven-point scale) in the Higher Level course in the International Baccalaureate Organization Diploma Program, and a grade level of C or better for locally developed examinations that validate non-technical coursework. Cutoff scores for locally ~~constructed and locally developed~~ constructed and locally developed and administered advanced standing examinations shall be established by means of standard setting examinations.
- J. The institutional validation procedures used to validate prior learning should be objective to the extent that external evaluators would reach the same conclusion ~~given the material reviewed~~.
- K. Institutional technical assessments, to validate learning from non-degree granting entities not associated with technology centers, shall be developed by qualified faculty. These assessments may be submitted to the State Regents for review and, if approved by the State Regents, be listed on the systemwide technical assessment inventory.
- L. Institutions ~~may~~ shall only award credit for ~~extracurricular~~ extracurricular prior learning ~~only in these courses or programs areas~~ for which they are approved to offer by the State Regents. Institutions shall assign their own course title and number to the credit awarded and. ~~The~~ neutral grades of pass (P) or satisfactory (S) ~~will~~ shall be utilized to designate credit awarded for ~~extracurricular~~ extracurricular prior learning. Conventional letter grades shall not be used. All awarded credit entries for ~~extracurricular~~ extracurricular prior learning shall be appropriately identified by source and method on the transcript.
- M. Costs to students ~~for establishment of~~ to assess credit should be comparable throughout the State System; and ~~should~~ reflect as closely as possible the actual costs for institutional administration ~~of the program~~. Institutional charges for evaluating ~~extracurricular~~ extracurricular prior learning, by means other than nationally developed examination, shall be based upon the actual costs of the evaluations. Charges for administration and recording of credit for ~~extracurricular~~ extracurricular prior learning based on nationally developed examinations shall be at the rate established by the national testing agency for the particular test. No

other charges shall be made for the administration or recording of this credit.

- N. Credit for ~~extracurricular~~prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution.

#### 3.15.4 Oversight and Evaluation

To protect the integrity and credibility of this policy, State System institutions shall report the following information:

1. Documentation for all credit awarded for prior learning, to include the method(s) used, the amount of credit awarded by each method, and the total number of credit hours awarded through this policy. Detailed information on reporting is available in the *Academic Affairs Procedures Handbook*.
2. Summary information of credit awarded through prior learning assessments will be regularly reported to the State Regents.

#### 3.15.5 Compliance with Policy

~~A. This policy shall apply at all State System institutions in the State System. It is also recommended for the consideration and use of independent institutions also in order that standards of education relating to credit for extracurricular prior learning awarded by advanced standing examination may be comparable for students at all institutions of Oklahoma higher education.~~

Institutions may establish higher standards or use other validation methods to meet these standards, ~~by submitting approval requests to the State Regents for approval as approved by the State Regents.~~

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*Approved July 24, 1972. Revised July 28, 1975; October 23, 1985; February 8, 1995. [REDACTED], 2015.*

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
January 29, 2015

**AGENDA ITEM #8-c:**

**Policy.**

**SUBJECT:** Approval of revisions to the State Regents' Teacher Education and Teacher Professional Development Residency Program policies.

**RECOMMENDATION:**

**It is recommended that the State Regents approve revisions to the Teacher Education and Teacher Professional Development Residency Program policies, as described below.**

**BACKGROUND:**

The provisions of House Bill 1549 created the Oklahoma Teacher Preparation Act (OTPA) that provided additional funding and authorized the Oklahoma State Regents for Higher Education to improve the quality of teacher preparation in Oklahoma. In 1997, OTPA's name was changed to the Teacher Professional Development Residency Program (TPDRP). The purpose of TPDRP was to improve the caliber of elementary and secondary school teachers certified to teach in Oklahoma public schools by providing for a three-member Residency Committee for each first-year teacher licensed by the State Board of Education. The Residency Committee consisted of 1) a mentor teacher; 2) a principal or assistant principal designated by the local board; and 3) a teacher educator from an Oklahoma college or university.

In July 2010, the TPDRP was placed on a two year moratorium which was to remain in effect until June 30, 2012. On May 10, 2012, the Governor signed Senate Bill 1797 to extend the moratorium until July 2014. However, the induction program, in its previous form, was never reinstated.

On April 14, 2014, the Governor signed House Bill 2885 which reinstated an optional residency program for first year teachers for the 2014-2015 school year. However, beginning with the 2015-2016 school year, the State Department of Education is charged with administering a residency program for teachers, requiring participation from all school districts. Unlike the previous mandate which was state funded and tied teacher licensure to the induction requirement, the current residency program lacks funding and no longer has a licensure requirement. The resident teacher must be certified and must be employed as a novice teacher in an accredited school.

**POLICY ISSUES:**

The policy changes align with the provision of House Bill 2885 regarding the first year residency program. These changes establish guidelines to assist in the development of first year residency committees.

## **ANALYSIS:**

The TPDRP that was originally mandated in 1997 is no longer in effect; therefore, it must be deleted from State Regents' policy. While in existence, state funding supported this program, but the funding, as well as the structure of the entire program, has been modified with recent legislation, making TPDRP non-mandatory. Current State Regents' TPDRP policy requires one teacher education faculty member to serve on the residency committee of the novice teacher; however, this is no longer required, but optional under the new law.

Additionally, the State Regents will no longer reimburse institutions for committees on which teacher education faculty serve. The language surrounding what is currently in effect for the teacher residency program will be modified to align with the provisions of House Bill 2885.

The provisions of House Bill 2885 stipulate that the State Board of Education shall consult with teacher education institutions as they develop the teacher residency program. Additionally, teacher education faculty may serve on residency year committees. According to the American Institutes for Research, good teacher induction programs increase effectiveness and retention among first year teachers. Additionally, teachers who participate in strong mentoring programs have increased professional growth and impact on student learning.

Concerns still exist regarding the lack of appropriations to support teacher residency in its new form. The absence of funding makes such programs difficult to operate and can potentially impact teachers who fail to receive the level of mentorship and support needed to help them become effective beginning practitioners.

A copy of the proposed revisions is attached. A summary of the proposed revisions are summarized below.

- **3.21.2 Definitions – added definitions for mentor teacher, residency committee, and resident teacher**
- **3.21.7 Guidelines for Participation on Residency Year Committees** – this new section establishes guidelines for participation on residency year committees.
- **3.22 Teacher Professional Development Residency Program** – the entire policy is deleted because the residency program is no longer mandated, but rather optional. Guidelines for the optional residency year program committee have been incorporated into the Teacher Education policy section 3.21.7 as outlined above.

It is recommended that the State Regents approve the revised policy.

Attachment.

## [Policy Excerpt]

### 3.21 *Teacher Education*

#### 3.21.1 Purpose

In order to provide the best possible education for teachers prepared within the State System, the State Regents have adopted this policy to enhance the quality of teacher education. This policy includes the State Regents' teacher education admission policies; guidelines for facilitating the transfer of course work for teacher education students; general education curriculum required for early childhood, elementary, and special education students; requirements for secondary education teachers; suggested teacher education program requirements; and guidelines for the preparation of teachers by teacher education program faculty.

#### 3.21.2 Definitions

The following words and terms, when used in the Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

“Cumulative Grade Point Average (CGPA)” is the average of a student’s earned grades calculated by point values assigned to letter grades that includes grades for all attempted regularly-graded course work, including activity courses and forgiven course work. The use of the CGPA on the transcript is optional, but it may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

“General Education” is a standard curriculum required in all undergraduate programs. The general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that are common to all students by virtue of their involvement as human beings living in a global society.

“Liberal Arts and Sciences Courses” are those traditional fields of study in the humanities; social and behavioral sciences; communication, natural and life sciences; mathematics; and the history, literature and theory of the fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy.

“Mentor Teacher” is a teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance, support, coaching, and assistance to a resident teacher employed by the school district.

“Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as ‘high school’)” is the average of a student’s earned grades calculated by point values assigned to letter grades that is used to determine a student’s eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the

GPA. (See the State Regents' ~~Grading Policy~~ *policy*) This GPA may be used to determine financial aid or eligibility, admission to graduate or professional programs, or for graduation honors.

"Residency Committee" is a committee in a school district for the purpose of providing professional support, mentorship and coaching to the resident teacher.

"Resident Teacher" is a certified teacher who is employed to teach in an accredited school and whom the school district has elected to place under the guidance and assistance of a mentor teacher and residency committee.

### 3.21.3 Criteria for Admission to Teacher Education Programs

This section includes the criteria for admission to teacher education programs. Students may qualify for admission to teacher education in Oklahoma system institutions of higher education by meeting one of the four performance criteria described below:

- A. Achieve a GPA of 3.0 or higher in all liberal arts and sciences courses.
- B. Students may qualify for admission if they achieve a GPA of 3.0 or higher on a 4.0 scale in all liberal arts and sciences courses (a minimum of 20 hours) as defined in the State Regents' *Undergraduate Degree Requirements Policy*.
- C. Score at or above the level designated by the State Regents for math, reading, and writing on the ~~Pre-Professional Skills Test (PPST)~~ PRAXIS Core Academic Skills for Educators Test (PRAXIS).
- D. The ~~PPST~~ PRAXIS test will be administered to students who have completed at least 30 semester hours of credit. Students who score below the designated level on any section(s) of the ~~PPST~~ PRAXIS test will be permitted to retest.
- E. Achieve a passing score at the level required by the Oklahoma ~~Commission for Teacher Preparation~~ Office of Educational Quality and Accountability for state certification on the Oklahoma General Education Test (OGET).
- F. Baccalaureate degree graduates from accredited universities in the United States are assumed to have the basic skill competencies tested by the ~~PPST~~ PRAXIS and may be exempt from this requirement.
- G. Institutional and individual programs' admission policies should be considered minimum. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program.

### 3.21.4 Degree Requirements and Guidelines for Articulation of Teacher Education Programs

The offering of courses and programs classified as professional teacher education is reserved to those universities with approved degree programs leading toward certification as a public school teacher or administrator. Community colleges are approved to offer paraprofessional programs in areas related to, but not identical with, teacher education. Such programs, including child care and library

technical aide, frequently utilize course content which is similar to that of professional teacher education courses. Community colleges have an active role in providing general education course requirements to teacher education students as detailed below. Select requirements are listed below.

- A. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 semester hours in liberal arts and sciences course work in each of the academic core areas: English, mathematics, science, and social sciences. These courses may be taken at either a community college or university.
- B. Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, in a subject area, including 18 hours in each assigned subject area.
- C. Institution officials are permitted to select the course work in each of the core areas that is appropriately suited to meet the established teacher preparation competencies and related assessments. However, professional education courses (methods courses) may not be included in the minimum twelve-hour blocks.
- D. College and university officials are to review the mathematics curriculum and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.
- E. Teacher preparation programs at the pre-service level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.

#### 3.21.5 Professional Teacher Education Guidelines

- A. Professional teacher education courses are developed by universities to meet required Oklahoma teaching competencies. Universities with teacher education programs are encouraged to develop articulation agreements with community colleges. Such agreements must be consistent with state and national program accreditation standards.
- B. Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.
- C. Paraprofessional courses such as those designed for early childhood care, library aides and similar career programs may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.
- D. Awarding credit for CLEP exams will follow guidelines established in the State Regents' *Credit for Extracurricular Learning Policy*.
- E. Advisement processes would be aided if titles and descriptions of general education courses at all colleges and universities do not utilize terminology such as "public school," "elementary teacher," or other

professional education phrases.

### 3.21.6 Guidelines for Teacher Preparation Faculty

The following guidelines are recommended to address the concern that teachers preparing teachers should be aware of and sensitive to the variety of environments of today's classrooms:

- A. In order to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools, teacher education faculty, including the deans of the colleges of education, should: (1) teach regularly scheduled classes in a state accredited school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct contact with students. A minimum of 10 clock hours per school year is recommended.
- B. It is recommended that this experience be scheduled in blocks of time longer than one hour, so that the classroom experience is one of greater depth. Ideally, the classroom experience should be active teaching rather than entry-year observation time and in a variety of school environments, ranging from large, urban to small, rural.
- C. Faculty members are expected to incorporate their varied common school classroom experiences into their teacher preparation at the university level. Specifically, faculty members have the responsibility to make students aware of and to provide teaching strategies for maximizing student learning in the multitude of various classroom environments. These efforts should include empowering students with an awareness of and teaching strategies for maintaining classroom order and appreciating the diversity in students' ethnicity, language, family environments and relationships, and socioeconomic circumstances. It should be noted that these teaching skills are required for students to be successful teachers regardless of the size of the community in which they teach and should be modeled for these students. Additionally, students should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

### 3.21.7 Guidelines for Participation on Residency Year Committees

- A. A residency committee may consist of one or more mentor teachers, the principal or an assistant principal of the employing school, one or more administrators designated by the school district board of education, a teacher educator in a college or school of education of an institution of higher education, or an educator in a department or school outside the institution's teacher education unit.
- B. Teacher education faculty may serve on novice teacher residency committees. It is recommended that teacher education faculty who participate on these committees, have expertise and experience in the teaching field for the resident teacher.

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*Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999. Guidelines for Teacher Preparation Policy: Approved May 27, 1994. **January 29, 2015***

### 3.22 *Teacher Professional Development Residency Program*

#### 3.22.1 Purpose

Oklahoma law stipulates that no person shall be certified to teach in the accredited schools of this state unless such person has completed at least one school year of teaching service as a resident teacher in the residency program, has been recommended for certification by the appointed residency committee, and has successfully completed the curriculum examination as prescribed by the State Board of Education prior to July 1, 1997, and the competency examination as prescribed by the Oklahoma Commission for Teacher Preparation beginning July 1, 1997.

#### 3.22.2 Residency Committees

Under the residency program, a three member Residency Committee is created for each first year teacher licensed by the State Board of Education. A Residency Committee is comprised of:

- A. A mentor teacher
- B. A principal or assistant principal designated by the local board
- C. A teacher educator from a college or university in Oklahoma

Each Residency Committee, upon completion of one school year of residency, shall make a recommendation to the State Board of Education and the preparing institution of higher education as to whether the resident teacher should be issued a certificate or shall be required to serve as a resident teacher for one additional school year.

#### 3.22.3 Administration

The Residency Program shall be administered according to the following provisions:

- A. Each public and independent college or university in Oklahoma offering approved programs of teacher education is eligible to participate in the Residency Program. The State Regents will reimburse institutions for committees served as follows:
  - 1. Institutions in the State System shall be reimbursed on a pro rata basis according to the number of committees served and actual miles traveled in the service of residency committees in the previous academic year. The reimbursement shall be incorporated in the institution's Education and General Operating Budget.
  - 2. Independent institutions in Oklahoma shall be reimbursed on a pro rata basis according to the number of committees served and actual miles traveled in the service of residency committees in the previous academic year. The State Regents shall contract with the independent institutions for an annual reimbursement.
- B. Participating institutions shall be expected to implement the Residency Program in accordance with policies and procedures established by the

~~State Regents, the rules and regulations adopted by the State Board of Education, the Oklahoma Commission for Teacher Preparation, and the local boards of education.~~

- C. ~~Institutions should be prepared to certify the number of committees served, the number of trips made, and the number of miles traveled in the service of Residency Committees.~~
- D. ~~Institutions will be asked to provide data and other information to the State Regents for reporting to the State Department of Education and to the Oklahoma Legislature.~~

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*Approved July 28, 1982. Revised January 26, 1996.*

Meeting of the  
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**AGENDA ITEM #9:**

**Oklahoma's Promise.**

**SUBJECT:** Program Update and 2013-2014 Year-End Report.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the 2013-2014 Oklahoma's Promise Year-End Report.**

**BACKGROUND:**

Oklahoma's Promise was created in 1992. Students must enroll in the program in the 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> grade. The program requires students to complete a 17-unit core curriculum, achieve at least a 2.50 GPA in the core curriculum and a 2.50 GPA overall, attend school regularly, and refrain from drug abuse or delinquent acts. Students completing the requirements qualify for an award equal to public college tuition.

As originally created in 1992, participation was limited to students from families with an income of \$24,000 or less at the time of application in the 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> grade. The family income limit was increased to \$32,000 in 1999 and further increased to \$50,000 in 2000. The income limit has remained unchanged since 2000.

In 2007, the Legislature approved additional requirements for students to receive and retain the benefit in college. Beginning with 2012 high school graduates, the income of the student's parents may not exceed \$100,000 at the time the student begins college. In addition, a minimum college GPA of 2.0 will be required for courses taken through the sophomore year and a minimum 2.5 GPA will be required for courses taken during the junior year and thereafter.

**POLICY ISSUES:**

Oklahoma's Promise plays an important role in the State Regents' goal to increase the number of college graduates in Oklahoma. The program is designed as an incentive to encourage more students to aspire for college, prepare themselves for academic success in college, and to provide them with financial assistance for college expenses.

**ANALYSIS:**

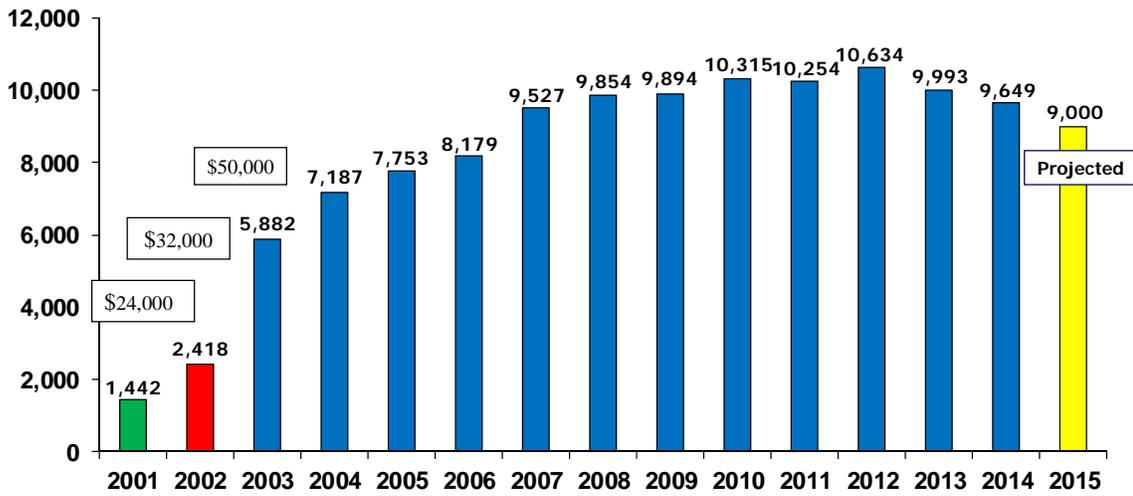
The following pages provide analysis on the number of students participating in the program, their performance in the program, and the costs of the program. The full 2013-2014 Year-End Report is available as a supplement to the agenda item.

Enrollment:

The 2014 Oklahoma's Promise high school graduating class enrolled 9,649 students, a decrease of 344 or 3 percent from the class of 2013. The 2014 class enrollment equates to about 22 percent of its high school sophomore enrollment of approximately 43,800 in 2011-2012. The 2015 graduating class is currently projected to total 9,000 students, down about 650 or 7 percent from the 2014 class.



## OKPromise High School Enrollment (By High School Graduation Year)



As of 12-16-14

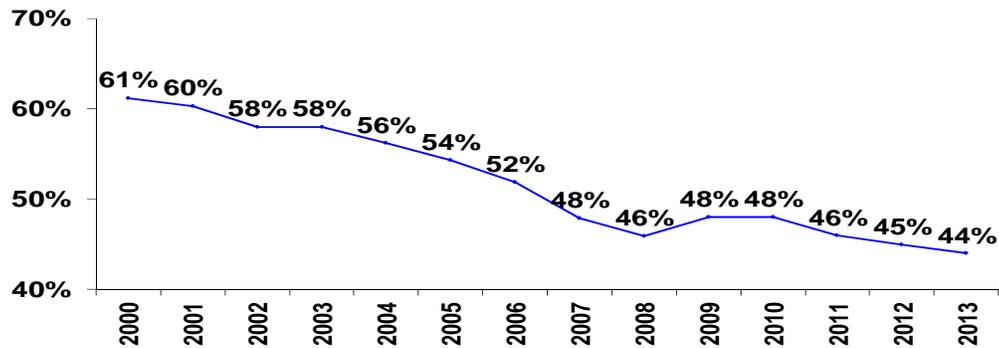
Estimated Eligible Population:

The \$50,000 family income limit for program applicants has remained unchanged since 2000. United States Census data indicates that the potential pool of eligible students in Oklahoma shrunk considerably between 2000 and 2013. The percentage of Oklahoma families with incomes under \$50,000 decreased from 61 percent in 2000 to 44 percent in 2013. Between 2000 and 2013 Oklahoma’s median family income rose from \$40,709 to \$56,655, an increase of nearly \$16,000 or 39 percent.

Assuming that about 44 percent of Oklahoma students live in families with incomes of less than \$50,000, it is estimated that roughly half of financially-eligible students are being enrolled in Oklahoma’s Promise.



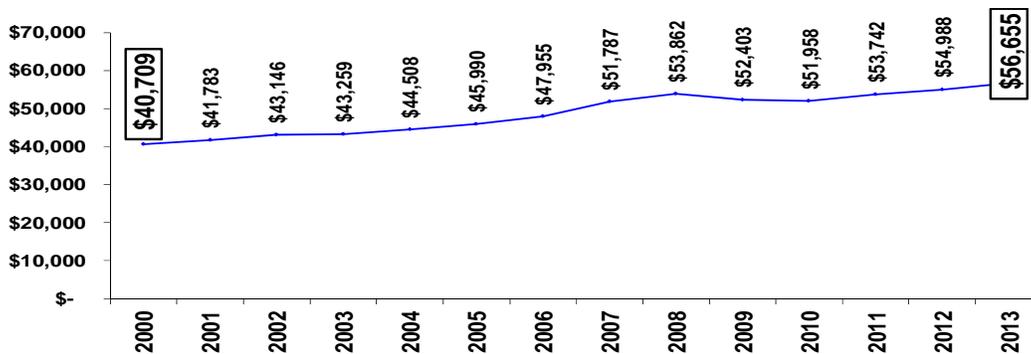
### Estimated Percent of Oklahoma Families with Total Income Under \$50,000



Source: US Census Bureau, 2000 Census, American Community Survey-2001-2013



### Oklahoma Median Family Income



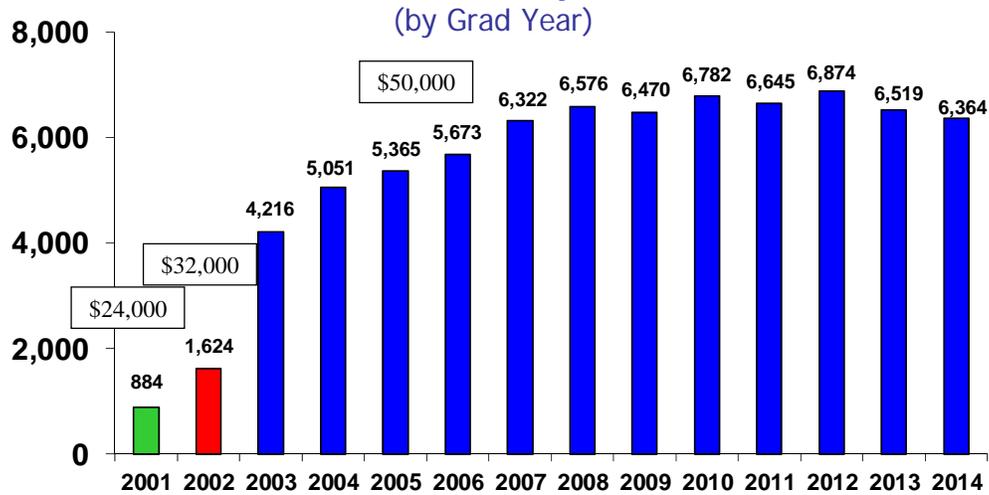
Source: US Census Bureau, 2000 Census, American Community Survey, 2001-2013

Number of Students Completing the Program's High School Requirements:

The number of students completing the program's high school requirements in 2014 decreased from the previous year. A total of 6,364 students from the 2014 graduating class completed the program's high school requirements compared to 6,519 from the 2013 class, a decrease of 155 or 2 percent.



## High School Students Completing OKPromise Requirements



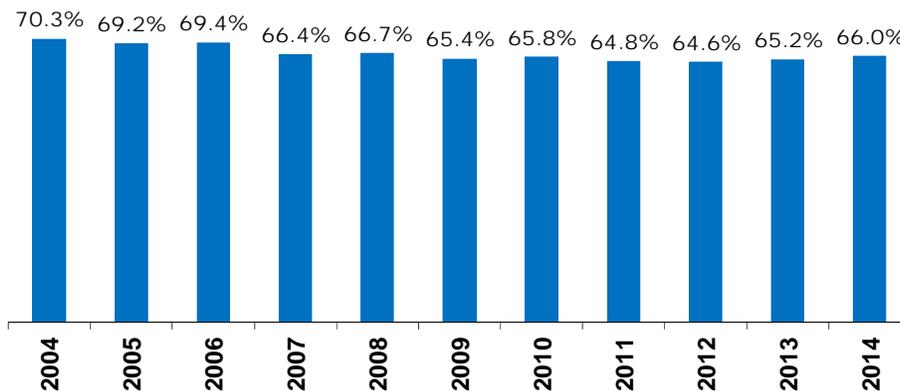
As of 12-16-14

Percentage of Students Completing the High School Requirements:

For the second straight year, the rate at which Oklahoma's Promise students completed the program's high school requirements increased slightly. The completion rate for the 2014 class was 66.0 percent, up from 65.2 percent for the 2013 class.



## High School Requirement Completion Rates (by grad year)



As of 12-16-14

Other Performance Measures for Oklahoma's Promise Students:

The full Oklahoma's Promise 2013-2014 Year End Report, available as a supplement, shows that students completing the program continue to be successful academically:

- High school GPA's exceed the state average
- ACT scores exceed those of their comparable middle- and lower-income peers
- College-going rates exceed the state average for high school graduates
- Lower-than-average college remediation rates
- Higher than average freshmen college GPA's
- Above-average full-time college enrollment
- Above-average college persistence rates
- Above-average college degree completion rates

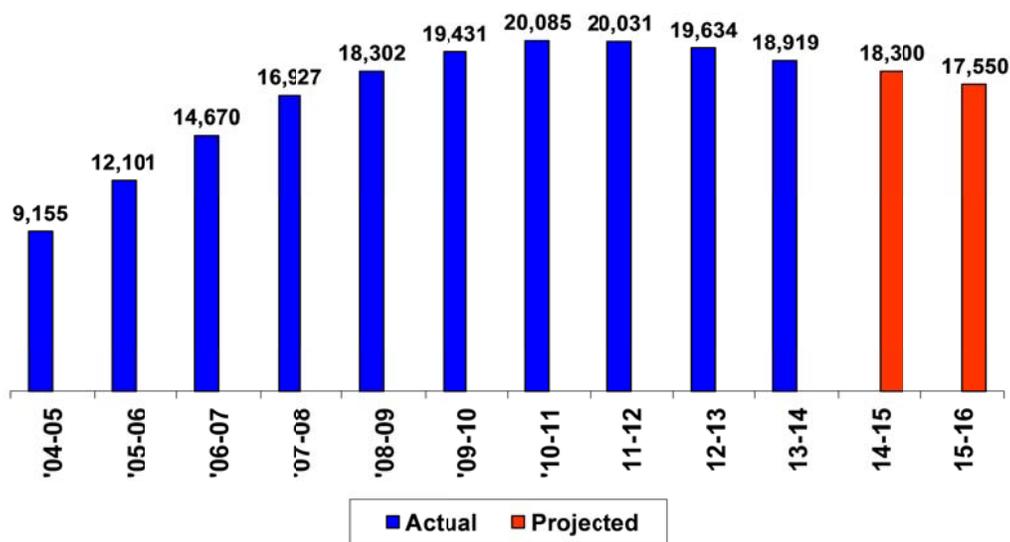
Projected College Recipients:

The number of college students receiving the Oklahoma’s Promise award has declined for three consecutive years and is projected to continue falling in the coming years. In 2013-14, a total of 18,919 students received the scholarship compared to 19,634 in 2012-2013, a decrease of 715 or 4 percent. The number of scholarship recipients is projected to continue to fall to 18,300 in 2014-2015 and to 17,550 in 2015-2016. Factors contributing to the decline in the number of recipients include:

- The declining enrollment in the program of students in the 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade. Without an adjustment in the \$50,000 family income limit for applicants, the potential pool of eligible students is expected to continue to shrink in the future.
- The new second family income check that began with 2012 high school graduates will reduce the number of recipients in each college freshmen class by about 1 percent.
- New college “satisfactory academic progress” standards that began in 2012-2013 for all Oklahoma’s Promise award recipients will further reduce the number of recipients by a small margin.
- New college statutory GPA requirements that went into effect for Oklahoma’s Promise students entering college in fall 2012 and thereafter will likely reduce the number of recipients when the students reach their junior year in college.



## Scholarship Recipients



As of 12-18-14

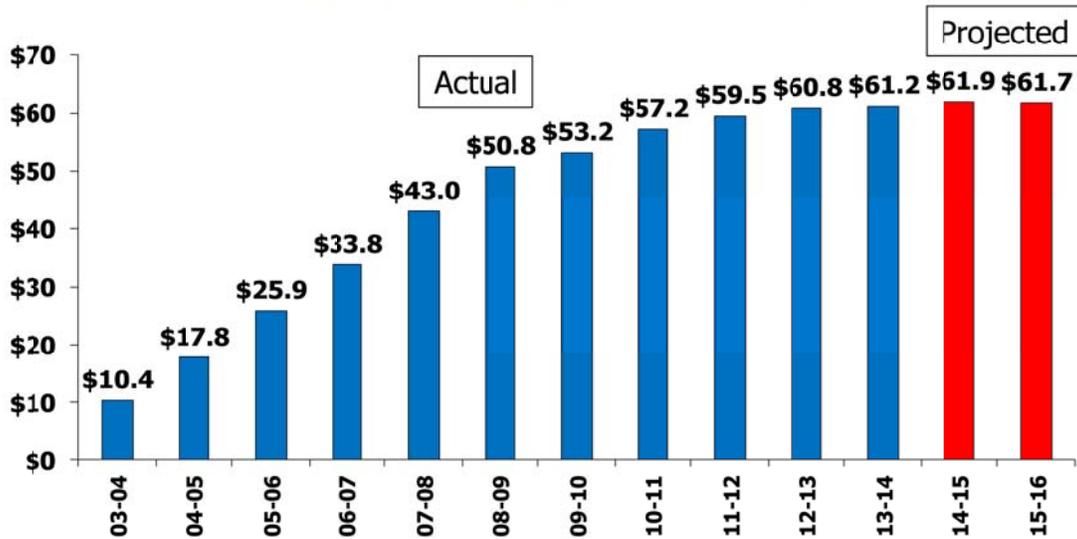
Oklahoma's Promise Cost Projections:

In 2013-2014, scholarship expenditures for Oklahoma's Promise increased slightly over the previous year, from \$60.8 million to \$61.2 million, an increase of \$400,000 or 0.7 percent. Scholarship expenses are currently projected to increase to \$61.9 million in 2014-2015 and then decline slightly to \$61.7 million in 2015-2016.



## Scholarship Expenditures

(In \$ millions, by academic year)



As of 12/18/14



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**AGENDA ITEM #10:**

**E&G Budget.**

**SUBJECT:** Approval of allocations to Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from the revenue derived from the sale of cigarettes and tobacco products.

**RECOMMENDATION:**

**It is recommended that the State Regents approve the allocation of \$896,137.02 to Oklahoma State University Center for Health Sciences (OSU CHS) and \$896,137.02 to the University of Oklahoma Health Sciences Center (OUHSC) from revenue collected from the taxes placed on the sale of cigarettes and tobacco products.**

**BACKGROUND:**

The Oklahoma Legislature passed House Bill No. 2660 in May 2004, designating a portion of the revenue collected from taxes on the sale of cigarettes and tobacco products to be allocated for specific purposes at OUHSC and OSU CHS. This revenue will be deposited into dedicated funds, the “Comprehensive Cancer Center Debt Service Revolving Fund,” at the Health Sciences Center and the “Oklahoma State University College of Osteopathic Medicine Revolving Fund,” at OSU CHS. The bill stated that the revenue collected shall be evenly deposited into accounts designated at these entities, for the purpose of servicing the debt obligations incurred to construct a nationally designated comprehensive cancer center at the OU Health Sciences Center and for the purpose of servicing debt obligations for construction of a building dedicated to telemedicine, for the purchase of telemedicine equipment and to provide uninsured/indigent care in Tulsa County through the OSU College of Osteopathic Medicine. In 2007, the Oklahoma Legislature updated the purpose for use of the “Comprehensive Cancer Center Debt Service Revolving Fund” to include Cancer Center operations. The State Regents approved the first allocation of these funds in the meeting of May 27, 2005.

**POLICY ISSUES:**

The recommendation is consistent with Regents’ policy and approved budget principles.

**ANALYSIS:**

The fund currently has on deposit \$1,792,274.04. This amount is sufficient for a transfer of \$896,137.02 each to OSU CHS and OUHSC. The OU Health Sciences Center will use their funds for debt service and operations of the Comprehensive Cancer Center. The OSU Center for Health Sciences will expend their funds on the following approved program components: (1) indigent patient clinical care, (2) telemedicine equipment and (3) facility upgrades.

The current accumulated allocation to each institution, including this allocation, totals to \$59,013,742.81



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**AGENDA ITEM #11:**

**Policy.**

**SUBJECT:** Administrative Operations – Purchasing - Proposed Rule Revisions.

**RECOMMENDATION:**

**It is recommended that the State Regents adopt the Purchasing rules as amended, pursuant to Oklahoma Statutes Title 75 § 303 E and take all necessary steps to complete the permanent rulemaking process.**

**BACKGROUND:**

The Regents currently have exceptions to the purchasing policy for professional service contracts that do not include the services of education professionals. The Regents often have projects, programs and initiatives that require the unique expertise of education professionals who are intimately familiar with the Oklahoma K-12 or Higher Education systems and possess the necessary skills to achieve the goals established by the Regents. In addition to education professionals familiar with Oklahoma, there are also national and international education experts whose research and experience is invaluable to the Regents and its constituents. These individual professionals provide services that provide new perspectives and approaches that assist the agency in successfully performing essential agency functions and completing agency missions.

**POLICY ISSUES:**

Since the State Regents are intimately involved in the education of Oklahoma citizens it should have the flexibility to identify and hire exceptional educational professionals without always resorting to a competitive bidding process. That process does not always lend itself to hiring the best and most suitable professional educators any more than it does when hiring attorneys, engineers, physicians or investment managers. The Regents' staff is equipped to identify experts in education through reputation, publications, and areas of expertise and skills that are narrowly focused on the project, program or initiative to be addressed.

**ANALYSIS:**

The proposed rule changes seek clarification on the hiring process to permit the State Regents to finalize contracts with consultants. The process still requires written justification for all hires and provides for final approval of all personnel by the Chancellor or his designee.

**Title 610 - State Regents for Higher Education**

**Chapter 1 – Administrative Operations**

**Subchapter 11 - Purchasing**

**Section 610:1-11-16 Professional and Personal services contracts**

The following types of professional service contracts may be awarded without competitive bidding, except as may be otherwise provided by law applicable to the State Regents. All requests for the services must be supported by a written statement from the requesting unit justifying the selection. The requesting unit must consider the specific needs of the agency, the ability of the individual or firm to meet those needs in a timely manner, and the cost of the services. All contracts for professional services must be approved by the Chancellor or the Chancellor's designee.

- (1) A contract for the personal services of a physician, architect, attorney, certified public accountant, professional engineer, land surveyor, or other licensed professional as defined in 18 O.S., § 803(6).
- (2) Professional services of investment managers, investment consultants and actuary services.
- (3) Personal services of speakers, lecturers and education professionals.

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**AGENDA ITEM #12:**

**EPSCoR.**

**SUBJECT:** Approval of Contract and Allocation of Matching Funds for the National Science Foundation.

**RECOMMENDATION:**

**It is recommended that the State Regents approve an agreement with Oklahoma State University to serve as the fiscal agent for matching funds for the National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement Award (RII) and an allocation of \$800,000 for this program for FY 2015.**

**BACKGROUND:**

Seven federal agencies have EPSCoR or similar programs to encourage the development of competitive sponsored research in states that have historically had little federally sponsored research. The federal agencies are the National Science Foundation, the National Institutes of Health, the Environmental Protection Agency, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the United States Department of Agriculture. Oklahoma is one of 29 states that participate in a program at one or more federal agencies.

For FY 2015, the State Regents budget provides an allocation of \$2,699,647 for all Oklahoma EPSCoR projects.

**POLICY ISSUES:**

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

**ANALYSIS:**

This agreement replaces the previous FY 2015 agreement already in place, removing Dr. Jim Wicksted from the agreement. Dr. Wicksted is retiring and will no longer serve as the PI on Oklahoma's NSF Track 1 award.

Oklahoma has been awarded a five-year NSF EPSCoR Research Infrastructure Improvement award beginning June 1, 2013 in the amount of \$20 million. The grant application provides a matching commitment of \$800,000 per year from the Oklahoma State Regents of Higher Education.

The award continues infrastructure improvements for the Science and Technology centers, encourages the success of minorities and women as professionals in science and engineering and promotes university-private sector partnerships.

Other areas of special focus include:

- the creation of a stable base of R&D funding for Oklahoma higher education;
- the recruitment and retention of high quality science and engineering faculty; and
- the enhancement of the public visibility of the state's research and graduate programs.

The Research Infrastructure Improvement award focuses on the theme of climate research. The award, "Adapting Socio-ecological Systems to Increased Climate Variability," will facilitate research and learning opportunities for college faculty, college students and K-12 students. The NSF award is a multi-institutional collaborative project that includes researchers from Oklahoma State University, The Samuel Roberts Noble Foundation, the University of Oklahoma and the University of Tulsa.

The attached agreement formalizes Oklahoma State University's role as the fiscal agent for the second year of the award.

**Agreement Between the  
Oklahoma State Regents for Higher Education  
and  
Oklahoma State University  
Pertaining to  
Experimental Program to Stimulate Competitive Research**

This agreement is between the Oklahoma State Regents for Higher Education (OSRHE), the party of the first part, and Oklahoma State University (OSU), the party of the second part, executed this 29th day of January 2015.

WHEREAS the Oklahoma EPSCoR Advisory Committee, together with Oklahoma State University, the University of Oklahoma, the Samuel Roberts Noble Foundation, initiated a Research Infrastructure Improvement Plan proposal under the Experimental Program to Stimulate Competitive Research (EPSCoR) of the National Science Foundation;

WHEREAS the National Science Foundation has made an award of monies based on scientific merit for the Oklahoma EPSCoR proposal;

WHEREAS the Oklahoma State Regents for Higher Education have allocated monies for EPSCoR sufficient to provide matching funds for this project; said allocated monies will be distributed by OSRHE for this program pursuant to the constitutional authority vested in OSRHE, the coordinating board of control for higher education;

WHEREAS the expanding number of Oklahoma EPSCoR programs and activities have likewise achieved a degree of statewide and national visibility;

THEREFORE, the parties agree that:

- 1) The OSRHE, as the coordinating board of control for higher education, shall allocate a sum of monies up to \$800,000 for the period of June 1, 2014 through May 31, 2015. Said monies represent the matching monies to the National Science Foundation grant to the Oklahoma EPSCoR Program and to institutional monies allocated to the purposes of the project.
- 2) OSU will act as the fiscal agent for this program for the term referenced above and shall distribute monies as appropriate to the other program participants including the University of Oklahoma and the Samuel Roberts Noble Foundation, subject to the following provisions:
  - a. The Principal Investigator (PI) shall have final budget authority for all expenditures of State Regents matching funds.
  - b. OSU shall provide monthly reports in a timely manner of all expenditures on the award to the PI.
  - c. OSU shall request prior approval from the PI for any State Regents matching funds expenditure that differs from those listed in the budget submitted to NSF.
  - d. A no-cost extension may be requested for any unspent funds at the end of this agreement.

- e. OSU shall provide an annual report in a format to be determined jointly by the OSRHE and OSU, accounting for all monies expended under the terms of the agreement.
- 3) This agreement shall be subject to continuing approval by the National Science Foundation of the scientific and technical merits of the program.
- 4) OSU further agrees that by accepting said funds it will abide by the terms and provisions of the National Science Foundation grant.

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

Oklahoma State University

Oklahoma State Regents for Higher Education

By: \_\_\_\_\_  
Vice President for Research

By: \_\_\_\_\_  
Chancellor

Date: \_\_\_\_\_

Date: \_\_\_\_\_

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**AGENDA ITEM #13:**

**Contracts and Purchases.**

**SUBJECT:** Approval of FY-2015 Purchases in excess of \$100,000.

**RECOMMENDATION:**

**It is recommended that the State Regents approve FY-2015 purchases for amounts that are in excess of \$100,000.**

**BACKGROUND:**

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

**POLICY ISSUES:**

The recommended action is consistent with the State Regents' purchasing policy which requires State Regents' approval of purchases in excess of \$100,000.

**ANALYSIS:**

The items below are in excess of \$100,000 and require State Regents' approval prior to issuing a purchase order.

Purchases Over \$100,000

OneNet

- 1) Expenditure request from OneNet to purchase Juniper routers and switches in the amount of \$400,000.00. The equipment will be used to upgrade the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) network. This is a pass-through expenditure that will be recovered at 100 percent from the Federal Health Care Connect Fund, Oklahoma Universal Service Fund and ODMHSAS. Equipment will be purchased from a vendor listed on the OneNet/Juniper Contract. (Funded from 718-OneNet).

Change Order's to Previously Ratified Purchases

OneNet

- 2) An increase in the amount of \$30,100.00 is needed for the Suddenlink Media purchase order, which was originally, ratified at the September 4, 2014 State Regents meeting for the amount of \$80,500.00. OneNet is upgrading Internet services for Hilldale, Muskogee, Seminole and

Woodward public schools. The new total of the purchase order will be \$110,600.00. (Funded from 718-OneNet).

- 3) An increase in the amount of \$137,000.00 is needed for the Sky rider Communication Incorporated purchase order, which was originally, ratified at the October 16, 2014 State Regents meeting for the amount of \$32,000.00. OneNet is providing Internet service for the school districts of Riverside, Wainwright, Bowring, Tannehill, Indianola, Monroe, Fanshawe, Madill, Kildare and Peckham. The new total of the purchase order will be \$169,000.00. (Funded from 718-OneNet).

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**AGENDA ITEM #14:**

**Investments.**

*This item will be available at the Meeting.*



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**AGENDA ITEM #15:**

**Technology Transfer.**

**SUBJECT:** Technology Transfer Report and Policy Review documenting technology transfer and commercialization activities and the implementation of a technology transfer policy that communicates and defines ownership, distribution and commercialization of rights associated with intellectual property developed or received by the institution.

**RECOMMENDATION:**

**It is recommended that the State Regents accept the Technology Transfer Report and Policy Review.**

**BACKGROUND:**

Pursuant to statute (51-24A.19), which states that institutions within the Oklahoma State System of Higher Education report their technology transfer policy and related research activities to the Oklahoma State Regents for Higher Education. In response, the Oklahoma State Regents for Higher Education developed an on-line survey instrument and sought the assistance from university presidents in reporting their institutions' research and technology transfer activities. The survey consists of questions used to measure and assess the current status of institution's technology transfer policy and research related activities, in addition to identifying possible constraints and challenges faced by institutions in developing and applying a technology transfer policy. Information from the surveys will also better measure the impact of Oklahoma's college and university research, technology transfer and commercialization activities, and how they work to advance Oklahoma's economic growth and job creation.

**POLICY ISSUES:**

This report is consistent with State Regents' policy.

**ANALYSIS:**

**Status of Technology Transfer Report and Policy Review**

Of the 25 Oklahoma public institutions surveyed, nine (33 percent) reported having a technology transfer policy in place with three additional institutions reporting that a policy will be approved and implemented during the next calendar year.

**Financial Relationships**

The number of financial relationships created through technology transfer activities between institutions and private business for fiscal years 2010, 2012 and 2013 are indicated in the table below. Successful college and university technology transfer efforts that strengthen and drive economic growth and employment will depend on critical partnerships with industry, creating a foundation for economic development. A significant portion of the U.S. economy is driven by the knowledge economy and industries dependent on the intellectual property they provide.

Fiscal Year	Patents	Copyright	Intel. Prop.	MTA	Licensing
<b>FY 2010</b>					
Total	5	2	35	64	12
<b>FY 2012</b>					
Total	58	1	44	61	12
<b>FY 2013</b>					
Total	93	0	51	86	19

Note: Data for fiscal year 2011 was not collected.

### Economic Impact

Reported gains for the disposition of equity interest for all Oklahoma colleges and universities declined over the three fiscal years listed below as totals dropped from \$1,058,000 in fiscal year 2010 to \$67,000 in fiscal year 2013. License income reported in fiscal year 2012 (\$3,600,230) and fiscal year 2013 (\$3,409,783) are considerably higher than the amount reported for fiscal year 2010 (\$1,871,880).

The Association of University Technology Managers reported that nationally, after a period of steady growth in federal research funding, federal research dollars for fiscal year 2013 remained relatively flat (-0.7%) for the year.<sup>1</sup> The impact can be seen in the following table where The Oklahoma State System of Higher Education's federal research funding declined more than \$62M for fiscal year 2013, down from the previous year's amount of \$247M, a 25 percent decline. The Oklahoma State System of Higher Education's total research and development funding is down by \$28.7M from fiscal year 2013, a 7 percent decline.

Fiscal Year	RESEARCH REVENUES		RESEARCH EXPENDITURES		
	Disposition of Equity Interest	License Income Received	R&D	Federally Funded	Industry Financed
<b>FY 2010</b>					
Total	\$1,058,000	\$1,871,880	\$354,168,076	\$170,192,991	\$29,912,822
<b>FY 2012</b>					
Total	\$196,229	\$3,600,230	\$387,463,146	\$247,003,480	\$15,810,412
<b>FY 2013</b>					
Total	\$67,000	\$3,409,783	\$358,810,046	\$184,915,620	\$19,289,583

Note: Data for fiscal year 2011 was not collected.

<sup>1</sup> - Highlights of AUTM's U.S. Licensing Activity Survey FY2013.

### Start-Up Companies

Startup companies can be an effective mechanism for moving research technology from the university to the marketplace. During fiscal years 2010, 2012 and 2013, Oklahoma colleges and universities reported a total 15 start-up companies all having their primary place of business operating in Oklahoma. Each of these companies was dependent upon the licensing services of the institutions technology transfer offices.

#### Start-Up Companies

<b>FY 2010</b>	<b>3</b>
<b>FY 2012</b>	<b>6</b>
<b>FY 2013</b>	<b>6</b>

Note: Data for fiscal year 2011 was not collected.

### Patent Activities

University and college patent activities are vital for attracting entrepreneurs, academic partnerships with local industry; increasing local capacity and accelerating economic development in their communities and the state through technology transfer and commercialization. During the fiscal years surveyed, Oklahoma colleges and universities filed a total of 124 Provisional Applications for Patent; 66 Non-Provisional (Utility) Patent Applications; 40 International Patent Applications, 2 Plant Variety Protection Certificates, in addition to 12 Continuation, 12 Divisional, and 11 Continuation-In-Part Patent Applications. The totals by fiscal years are outlined in the table below.

<b>Fiscal Year</b>	<b>Provisional Application for Patent<sup>2</sup></b>	<b>Non-Provisional (Utility) Patent Application</b>	<b>Other, please list type and number</b>	<b>International Patent Application</b>
<b>FY 2010</b>	43	18	DIV - 6; CON - 5; CIP - 6	3
<b>FY 2012</b>	34	19	DIV - 6; CON - 5; CIP - 6	20
<b>FY 2013</b>	47	29	CON-2; CIP-1; PVPC-2	17
<b>Total</b>	<b>124</b>	<b>66</b>	<b>DIV-12, CON-12, CIP-13, PVPC-2</b>	<b>40</b>

Note: Data for fiscal year 2011 was not collected.

<sup>2</sup> Provisional applications for patent provide the means to establish an early effective filing date in a later filed non-provisional patent application (Patent Pending). A provisional application for patent has a pendency lasting 12 months from the date the provisional application is filed.

Note: Plant Variety Protection Certificate (PVPC), Continuation (CON), Divisional (DIV), Continuation-In-Part (CIP)



***Technology Transfer  
Report and Policy Review***

***Oklahoma Public Colleges and Universities***

***Fiscal Years  
2012 and 2013***



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**OKLAHOMA STATE REGENTS  
FOR HIGHER EDUCATION**

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*Improving our future by degrees*

**January 2015**



# Technology Transfer Report and Policy Review

## Executive Summary

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### Current Status of Technology Transfer Policy

Institutions engage in technology transfer for a number of reasons (e.g., recognition, attraction and retention of faculty, attracting corporate support, licensing revenues, and local economic development). A written technology transfer policy communicates and defines ownership, distribution and commercialization of rights associated with intellectual property developed or received by the institution, and describes the general obligations associated with technology licensing.

Of the 25 institutions in Oklahoma's higher education system, nine reports having a technology transfer policy in place with three additional institutions planning to implement a policy during 2015.

### Technology Transfer Resources

Resources and staff dedicated to technology transfer vary among Oklahoma public colleges and universities. During fiscal year 2013, a total of 20 staff (17 full-time, three part-time) were employed whose duties included support of technology transfer. The total staff is relatively unchanged for fiscal year 2010, 2012 and 2013.

### Financial Relationships

During FY2013 a number of financial relationships were created through technology transfer activities between institutions and private business.

- Patents 93
- Intellectual Property 51
- Material Transfer Agreements 86
- Licensing 19

Patents accounted for the largest increases in the number of financial relationships created through technology transfer activities, ranging from 5 to 58 to 93, in fiscal years 2010, 2012, and 2013, respectively. Intellectual property has increased to 51 in fiscal year 2013 from a total of 35 in fiscal year 2010. Material Transfer Agreements (MTA) has increase from 64 in fiscal year 2012 to 86 in fiscal year 2013. Licensing agreements are up from 12 in fiscal year 2012 to 19 in fiscal year 2013.

### Economic Impact

#### Research Revenues (FY2013)

- Disposition of Interest.....\$67,000
- License Income Received .....\$3,409,783

The disposition of equity interest has declined to an amount of \$67,000 for fiscal year 2013, down from \$1,058,000 in fiscal year 2010. Licensing income, however, increased more than \$1.5M from \$1.9M in fiscal year 2010 to more than \$3.4M in fiscal year 2013.

#### Research Expenditures (FY2013)

- Federally Funded R&D .....\$184,915,620
- Industry Financed R&D .....\$19,289,583
- Total R&D .....\$358,810,046

Total research and development expenditures are down from the previous fiscal year (2012) but are still at

levels higher than fiscal year 2010. Federal research funding declined more than \$62M for fiscal year 2013, down from the previous year's amount of \$247M, a 25 percent decline. The Oklahoma State System of Higher Education's total research and development funding is down by \$28.7M from fiscal year 2013, a 7 percent decline. Industry financed research and development for fiscal year 2013 has increased from \$15.8M in fiscal year 2012 to \$19.2M, but still \$10.6M below that of fiscal year 2010.

**Start-Up Companies**

Start-up companies can be an effective mechanism for moving research technology from the university to the marketplace. During FY2013, Oklahoma colleges and universities reported a total of six start-up companies, all having their primary place of business operating in Oklahoma, unchanged from the previous fiscal year 2012 and an increase from three reported in fiscal year 2010.

**Patent Activities (FY2013)**

- Provisional Application for Patent..... 47
- Non-Provisional (Utility) Patent Application ..... 29
- International Patent Application ..... 17
- Plant Variety Protection Certificate (PVPC) ..... 2
- Continuation (CON)..... 2

University and college patent activities are vital for attracting entrepreneurs, academic partnerships with local industry, increasing local capacity and accelerating economic development in their communities and the state through technology transfer and commercialization. Provisional and non-provisional applications for patent have both increased from the previous fiscal year (2012). Provisional applications increased from 34 in fiscal year 2012 to 47 in fiscal year 2013. Non-provisional applications increased from 19 in fiscal year 2012 to 29 in fiscal year 2013. International patents reported for fiscal year 2013 (20) are slightly below those reported in fiscal year 2012 (17), but still higher than the three reported in fiscal year 2010.

# Technology Transfer Report and Policy Review

## Introduction

### *About Technology Transfer*

The practice of technology transfer is to simply move innovative ideas into reality. Universities and technology transfer offices assist the efforts of students, researchers and businesses to obtain patents and other legal protection for their intellectual property (IP). Innovation is a key component to the state of Oklahoma and the nation's knowledge economy. Moving discoveries from universities to industry partners who manage the development of new products and services advance Oklahoma's economic growth and job creation.

### *About the Survey*

Pursuant to statute (51-24A.19), which states that *all* state institutions of higher education report their technology transfer policy and related research activities, the State Regents for Higher Education developed an on-line survey instrument and sought the assistance from university presidents to accomplish this task. The survey consists of 25 items to measure and assess the current status of institutions' technology transfer policy and research related activities covering fiscal years 2012 and 2013.

Additionally, data from this report will be used to support the State Regents' budget request to the Office of Management and Enterprise Services.

The Technology Transfer Policy Survey was made available to all Oklahoma State System of Higher Education institutions (two research universities and associated medical schools, 11 regional universities and 12 community colleges). Of the schools surveyed, 19 responded, an increase from 17 in fiscal year 2010, when the last survey was conducted. There have been two survey cycles, one capturing fiscal year 2010 and a second capturing fiscal years 2012 and 2013. Data for fiscal year 2011 was not collected.

### *Definition of Terms*

For purposes of this report, "technology transfer" refers to services and resources related to the following areas:

*Materials Transfer Agreements (MTA) [research and biological materials, including data Copyright or trademark, IP, Patents [domestic and international], Licensing, Entrepreneurial Activities.*

## Findings

### *Current Status of Technology Transfer Policy*

Institutions engage in technology transfer for a number of reasons (e.g., recognition, attraction and retention of faculty, attracting corporate support, licensing revenues, and local economic development). As the knowledge economy continues to evolve from global economic restructuring, the impact of university IP will continue to play an increasingly important aspect of economic development.

A written technology transfer policy communicates and defines ownership, distribution and commercialization of rights associated with IP developed or received by the institution and describes the general obligations associated with technology licensing.

Of the 25 Oklahoma public institutions surveyed for fiscal years 2010, 2012 and 2013, nine have reported having a technology transfer policy in place.

East Central University  
Northwestern Oklahoma State University  
Oklahoma City Community College  
Oklahoma State University

Southwestern Oklahoma State University  
 Tulsa Community College  
 University of Central Oklahoma  
 University of Oklahoma  
 University of Science and Arts of Oklahoma

***Current Development of Transfer Policy***

Three institutions responded that a policy will be in place during the following year.

Rogers State University - January 2015  
 Northeastern Oklahoma A&M College - 2015  
 Northeastern State University October - 2015

Other institutions responses indicated that the development of a policy was not applicable or one would be developed when needed.

***Technology Transfer Resources***

Technology Transfer Offices (TTO) are staffed with professionals with specialized backgrounds that facilitate the commercialization of university IP. The TTO assist students, researchers and businesses to evaluate, promote and market potential patenting and licensing opportunities, as well as manage their institution’s portfolio.

Resources and staff dedicated to technology transfer vary among Oklahoma public colleges and universities. Below is a table that indicates the number of staff whose duties include support of technology transfer activities; which consists of both full-time employees (works at least 50% of time on technology transfer activities) and part-time employees (works less than 50% of time on technology transfer activities). Data also reveals that institutions and staff are engaged in technology transfer activities even when a technology transfer policy does not exist.

Fiscal Year	FY2010		FY2012		FY2013	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
<b>Staffing</b>						
<b>Total</b>	15	6	15	4	17	3

Note: Data for fiscal year 2011 was not collected.

***Intellectual Property Activities and Reporting***

All of the institutions that have IP producing activities report these both externally (e.g., Association of University Technology Managers (AUTM), Federal Government, and governing boards) and internally (e.g., reports and seminars to administration, faculty and students; Office of Sponsored Programs; Office of Research and Grants website).

***Financial Relationships***

The number of financial relationships created through technology transfer activities between institutions and private business for fiscal years 2010, 2012 and 2013 are indicated in the table on the following page. Successful college and university technology transfer efforts that strengthen and drive economic growth and employment will depend on critical partnerships with industry, creating a foundation for economic development. A significant portion of the U.S. economy is driven by the knowledge economy and industries dependent on the IP they provide.

Fiscal Year	Patents	Copyright	Intel. Prop.	MTA	Licensing
<b>FY 2010</b>					
Total	5	2	35	64	12
<b>FY 2012</b>					
Total	58	1	44	61	12
<b>FY 2013</b>					
Total	93	0	51	86	19

Note: Data for fiscal year 2011 was not collected.

### ***Economic Impact***

Reported gains for the disposition of equity interest for all Oklahoma colleges and universities declined over the three fiscal years listed below as totals dropped from \$1,058,000 in fiscal year 2010 to \$67,000 in fiscal year 2013. License income reported in fiscal year 2012 (\$3,600,230) and fiscal year 2013 (\$3,409,783) are considerably higher than the amount reported for fiscal year 2010 (\$1,871,880).

The Association of University Technology Managers reported that nationally, after a period of steady growth in federal research funding, federal research dollars for fiscal year 2013 remained relatively flat (-0.7%) for the year.<sup>1</sup> The impact can be seen in the following table where The Oklahoma State System of Higher Education's federal research funding declined more than \$62M for fiscal year 2013, down from the previous year's amount of \$247M, a 25 percent decline. The Oklahoma State System of Higher Education's total research and development funding is down by \$28.7M from fiscal year 2013, a 7 percent decline.

College and university academic research, while focused on preparing the next generation of research scientist and engineers, adds to the wealth of the state and the nation's knowledge economy. Through research, colleges and universities strengthen local and state economies directly, by creating jobs to support research activities and start-up companies. Indirectly, research leads to innovations and new technologies that influence the creation of new products and companies.

Fiscal Year	RESEARCH REVENUES		RESEARCH EXPENDITURES		
	Disposition of Equity Interest	License Income Received	R&D	Federally Funded	Industry Financed
<b>FY 2010</b>					
Total	\$1,058,000	\$1,871,880	\$354,168,076	\$170,192,991	\$29,912,822
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Total	\$196,229	\$3,600,230	\$387,463,146	\$247,003,480	\$15,810,412
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Total	\$67,000	\$3,409,783	\$358,810,046	\$184,915,620	\$19,289,583

Note: Data for fiscal year 2011 was not collected.

<sup>1</sup> - Highlights of AUTM's U.S. Licensing Activity Survey FY2013.

### *Start-Up Companies*

Startup companies can be an effective mechanism for moving research technology from the university to the marketplace. During fiscal years 2010, 2012 and 2013, Oklahoma colleges and universities reported a total 15 start-up companies all having their primary place of business operating in Oklahoma. Each of these companies was dependent upon the licensing services of the institutions technology transfer offices.

#### **Start-Up Companies**

<b>FY 2010</b>	<b>3</b>
<b>FY 2012</b>	<b>6</b>
<b>FY 2013</b>	<b>6</b>

Note: Data for fiscal year 2011 was not collected.

### *Patent Activities*

University and college patent activities is vital for attracting entrepreneurs, academic partnerships with local industry; increasing local capacity and accelerating economic development in their communities and the state through technology transfer and commercialization. During the fiscal years surveyed, Oklahoma colleges and universities filed a total of 124 Provisional Applications for Patent; 66 Non-Provisional (Utility) Patent Applications; 40 International Patent Applications, 2 Plant Variety Protection Certificates, in addition to 12 Continuation, 12 Divisional, and 13 Continuation-In-Part Patent Applications. The totals by fiscal years are outlined in the table below.

<b>Fiscal Year</b>	<b>Provisional Application for Patent<sup>2</sup></b>	<b>Non-Provisional (Utility) Patent Application</b>	<b>Other, please list type and number</b>	<b>International Patent Application</b>
<b>FY 2010</b>	43	18	DIV - 6; CON - 5; CIP - 6	3
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<b>FY 2013</b>	47	29	CON-2; CIP-1; PVPC-2	17
<b>Total</b>	<b>124</b>	<b>66</b>	<b>DIV-12, CON-12, CIP-13, PVPC-2</b>	<b>40</b>

Note: Data for fiscal year 2011 was not collected.

<sup>2</sup> Provisional applications for patent provide the means to establish an early effective filing date in a later filed non-provisional patent application (Patent Pending). A provisional application for patent has a pendency lasting 12 months from the date the provisional application is filed.

Note: Plant Variety Protection Certificate (PVPC), Continuation (CON), Divisional (DIV), Continuation-In-Part (CIP)

### *Conclusions*

Many of Oklahoma's colleges and universities have reported having a technology transfer policy in place with additional institutions reporting that a policy will be implemented during the next year (2015). A written technology transfer policy communicates and defines ownership, distribution and commercialization of rights associated with IP developed or received by the institution, and describes the general obligations associated with technology licensing. Institutions should recognize and support technology transfer as a fundamental component of their institution's mission.

There is little doubt of the significance of the impact university and college technology transfer and commercialization activities have on local and state economies. Although resources, culture, environment and priorities vary among institutions and communities across the state, every institution, from the state's top research universities to rural universities and community colleges, plays an important role by being fully engaged in the application of technology transfer and stimulating economic growth.

Objectives outlined in a policy should include the following:

- Facilitate the efficient transfer of knowledge and technology from the university to the private sector in support of the public interest.
- Support the discovery of new knowledge and technology.
- Attract resources for the support of the institution's programs.
- Provide services to employees to facilitate their efforts to carry out the institution's mission.
- Promote local, state and national economic development.

The Oklahoma Higher Education System is committed to growing Oklahoma businesses by providing a number of business resources at Oklahoma colleges and universities. Many of the services include incubators and research parks, in addition to, business plan development, small business development centers, business forums and counseling, manufacturing extension agents and centers of excellence.

### ***Recommendations***

It is recommended that this survey be conducted every calendar year to comply with Oklahoma statutory requirements with greater emphasis placed on identifying the socio-economic contributions institutional research, technology transfer and commercialization activities impact local and state economies.

Research conducted at colleges and universities in Oklahoma's higher education system play an important part in the health and prosperity of the Oklahoma economy. Technology transfer and commercialization activities create opportunities for academic and industry partnerships. Collaboration between academia and industry has increasingly become a critical component of an efficient national innovation ecosystem. It also attracts students, faculty researchers, entrepreneurs and businesses, adding to Oklahoma's knowledge economy and building greater capacity to carry out technology transfer activities.

Technology transfer and commercialization requires patenting of discoveries, licensing, and the creation of start-up companies based not only on research and development resources, but also university and/or community college entrepreneurship programs, incubators, research parks, and seed capital investors. Building a strong entrepreneurial culture will add value and success to technology transfer success. Incubators and research parks also provide a visible technology presence. Each plays a key role in the process of highlighting the public and economic value of technology transfer and commercialization.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
January 29, 2015

**AGENDA ITEM #16:**

**Commendations.**

**RECOMMENDATION:**

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

**RECOGNITIONS:**

State Regents' staff received the following state and national recognitions:

- **Ava Doyle**, OKMM outreach specialist, was elected to the Oklahoma Jump\$tart Coalition (OJC) board of directors as a member-at-large for 2015. The state affiliate of the national Jump\$tart Coalition is a non-profit organization of more than 90 members and 30 member organizations that work collaboratively across the state to educate and empower youth and adults to make informed financial decisions.
- **Chancellor Glen D. Johnson** presented Higher Education's FY16 legislative agenda and budget request at a Legislative Tour Event at the University of Central Oklahoma (UCO) in Edmond; participated in conference call with Rogers State University (RSU) President Larry Rice to discuss higher education issues; attended and provided remarks at Northwestern Oklahoma State University's (NWOSU) Endowed Chairs, Lectureships and Professorships reception and dinner in Alva; met with Representative-Elect Chris Kannady in Oklahoma City to discuss higher education issues; provided taped comments for the Oklahoma City National Memorial & Museum Board of Trustees; met with Representative Jason Nelson in Oklahoma City to discuss higher education issues; participated in conference call with Southern Regional Education Board (SREB) President Dave Spence to discuss higher education issues; participated in conference call with Oklahoma Educational Television Authority (OETA) Executive Director Dan Schiedel to discuss higher education issues; met with Oklahoma Teacher's Retirement System (OTRS) Executive Director Tom Spencer in Oklahoma City to discuss higher education issues; participated in conference call with Rogers State University (RSU) President Larry Rice and Seminole State College (SSC) President Jim Utterback to discuss higher education issues; met with former Representative Danny Williams in Oklahoma City to discuss higher education issues; met with Representative-Elect Jason Dunnington in Oklahoma City to discuss higher education issues; met with Oklahoma Center for the Advancement of Science and Technology (OCAST) Executive Director Michael Carolina in Oklahoma City to discuss higher education issues; met with Attorney General Scott Pruitt in Oklahoma City to discuss higher education issues; attended Leadership Oklahoma's holiday reception in Oklahoma City; chaired and presented at the Southern Regional Education Board's (SREB) Commission on College Affordability meeting in New Orleans; met with Representative-Elect John Pfeiffer in Oklahoma City to discuss higher education issues; met with State Superintendent-Elect Joy Hofmeister in Oklahoma City to discuss K-12 and higher education issues; hosted holiday reception for Council of Presidents in Oklahoma City; met with Eastern Oklahoma State College (EOSC) President Steve Smith in

Oklahoma City to discuss higher education issues; presented Higher Education's FY16 budget request at Office of Management and Enterprise Services (OMES) hearing in Oklahoma City; attended holiday reception hosted by University of Central Oklahoma (UCO) President Don Betz in Edmond; met with Representative Mike Christian in Oklahoma City to discuss higher education issues; participated in conference call with national Campus Compact Executive Director Andrew Seligsohn to discuss higher education issues; presented Higher Education's FY16 legislative agenda and budget request at a Legislative Tour Event at Oklahoma State University – Oklahoma City (OSU-OKC) in Oklahoma City; met with Secretary of Agriculture Jim Reese in Oklahoma City to discuss higher education issues; attended and participated in platform party for the University of Oklahoma's College of Arts and Sciences fall convocation ceremony in Norman; attended Governor Fallin's holiday reception in Oklahoma City; presented Higher Education's FY16 legislative agenda and budget request at a Legislative Tour Event at Redlands Community College (RCC) in El Reno; presented Higher Education's FY16 legislative agenda and budget request at a Legislative Tour Event at Southwestern Oklahoma State University (SWOSU) in Weatherford; met with Representative Randy McDaniel in Oklahoma City to discuss higher education issues; met with Senator-Elect Stephanie Bice in Oklahoma City to discuss higher education issues; attended the Oklahoma State Board of Equalization meeting in Oklahoma City; participated in conference call with Lieutenant Governor Todd Lamb to discuss higher education issues; participated in conference call with Dr. Tom McKeon to discuss higher education issues; participated in conference call with Southwestern Oklahoma State University (SWOSU) President Randy Beutler, Northwestern Oklahoma State University (NWOSU) President Janet Cunningham, Southeastern Oklahoma State University (SEOSU) President Sean Burrage, University of Central Oklahoma (UCO) President Don Betz, and East Central University (ECU) President John Hargrave to discuss higher education issues; participated in conference call with Deputy Secretary of Health Julie Cox-Kain to discuss higher education issues; hosted staff holiday party at OSRHE offices in Oklahoma City; chaired Oklahoma EPSCoR Advisory Committee meeting in Oklahoma City; attended holiday reception hosted by Oklahoma City University (OCU) President Robert Henry in Oklahoma City; participated in conference call with University of Oklahoma (OU) College of Law Dean Joe Harroz to discuss higher education issues; participated in conference call with American Association of State Colleges and Universities (AASCU) Millennium Leadership Initiative protégé Dr. Phyllis King to discuss higher education issues; met with State Regent Mike Turpen, Regional University System of Oklahoma (RUSO) Board Chair Susan Winchester, RUSO Regent Rick Dunn and Northeastern State University (NSU) President Steve Turner in Oklahoma City to discuss higher education issues; participated in conference call with University of Science and Arts of Oklahoma (USAO) President John Feaver to discuss higher education issues; participated in conference call with Connors State College (CSC) President Tim Faltyn to discuss higher education issues; participated in conference call with Redlands Community College (RCC) President Jack Bryant to discuss higher education issues; presented Higher Education's FY16 legislative agenda and budget request at a Legislative Tour Event at Northern Oklahoma College (NOC) in Tonkawa; attended Governor Fallin's Pre-Inaugural Reception at the Philbrook Museum of Art in Tulsa; attended Governor Fallin's inauguration ceremony at the State Capitol in Oklahoma City; participated in conference call with Southwestern Oklahoma State University (SWOSU) President Randy Beutler, Northwestern Oklahoma State University (NWOSU) President Janet Cunningham, Northeastern State University (NSU) President Steve Turner, University of Central Oklahoma (UCO) President Don Betz, and East Central University (ECU) President John Hargrave to discuss higher education issues; attended Governor Fallin's Inaugural Ball at the Cox Convention Center in Oklahoma City; presented Higher Education's FY16 legislative agenda and budget request at a Legislative Tour Event at Tulsa Community College (TCC) in Tulsa; attended

Standards Setting Steering Committee meeting in Oklahoma City; attended and presented at Stillwater Rotary meeting in Stillwater; met with Secretary of Commerce and Tourism Deby Snodgrass in Oklahoma City to discuss higher education issues; participated in conference call with former Lockheed Martin chairman and CEO Norm Augustine to discuss his participation at our Higher Education Day at the State Capitol on February 10, 2015.

- **Melissa Neal**, OKMM outreach coordinator, was affirmed to continue her role as president of the Oklahoma Jump\$tart Coalition (OJC) for 2015. Coalition membership includes K-12 and higher education administrators, government agencies, professional associations, financial institutions, social service providers, tribal governance, and cooperative extension educators, among other campus and community partners.
- **Mindy Teszlewicz**, staff assistant II for GEAR UP, graduated from the University of Central Oklahoma in December with a Bachelor's Degree in English.
- **Dr. Goldie Thompson**, director of Teacher Education and the Oklahoma Teacher Connection (OTC), and **Melissa Michie**, OTC coordinator, presented "Increasing Your Marketability from a Bachelor's Degree and Beyond," a personal journey and reflections, at the Oklahoma Women in Higher Education conference.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
January 29, 2015

**AGENDA ITEM #17:**

**Executive Session.**

**SUBJECT:** Possible discussion and vote to enter into executive session pursuant to Title 25, Oklahoma Statutes, Section 307(B)(4) for confidential communications between the board and its attorneys concerning a pending investigation, claim, or action if the board's attorney determines that disclosure will seriously impair the ability of the board to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest.



Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
January 29, 2015

**AGENDA ITEM #18-a (1):**

**Programs.**

**SUBJECT:** Approval of institutional requests.

**RECOMMENDATION:**

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

**BACKGROUND:**

- University of Oklahoma (OU)
  - 3 degree program requirement changes
  - 2 degree program option deletions
- Cameron University (CU)
  - 1 degree program requirement change
- East Central University (ECU)
  - 1 degree program name change
- Langston University (LU)
  - 30 degree program requirement changes
- Northwestern Oklahoma State University (NWOSU)
  - 17 degree program requirement changes
  - 2 degree program option additions
- Connors State College (CSC)
  - 1 degree program requirement change
- Eastern Oklahoma State College (EOSC)
  - 1 degree program name change
- Oklahoma City Community College (OCCC)
  - 1 other degree program requirement change
- Oklahoma State University (OSU-OKC)
  - 5 degree program requirement changes
  - 1 degree program option name change
  - 5 degree program option deletions
  - 1 other degree program requirement change

Seminole State College (SCC)  
2 degree program requirement changes

Tulsa Community College (TCC)  
23 degree program requirement changes  
4 degree program option additions  
12 degree program option deletions  
1 degree program option name change  
2 degree program name changes  
1 other degree program requirement change

**POLICY ISSUES:**

These actions are consistent with the State Regents' Academic Program Approval policy.

**ANALYSIS:**

**OU – Master of Arts in Communication (222)**

Degree program requirement changes

- Add COMM 5023 and COMM 5053 as alternative courses for COMM 5003.
- Allow students to complete up to 8 credit hours of elective course work outside of Communication courses.
- The proposed changes will provide an opportunity for students for whom this is a terminal degree to complete a research method class without competing with doctoral students.
- No new courses will be added and no courses will be deleted
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OU – Bachelor of Science in Environmental Design in Environmental Design (074)**

Degree program option deletion

- Delete option “Architecture/Pre-Architecture.”
- The proposed option deletion is the result of changes to the Bachelor of Architecture in Architecture (011), the Master of Architecture in Architecture (012), and the Master of Science in Architecture (397) and the option is now obsolete.
- There are currently no students enrolled in the option.
- No courses will be deleted.
- No funds are available for reallocation.
- Total credit hours for the degree will not change.

**OU – Bachelor of Science in Chemical Engineering in Chemical Engineering (030)**

Degree program option deletion

- Delete option “Materials Option.”
- OU reports the option has not been offered internally since 2008.
- There are currently two students enrolled in the option who were admitted in Fall 2014. These students will be advised into one of the remaining options within the program.
- No courses will be deleted.
- No funds are available for reallocation.
- Total credit hours for the degree will not change.

### **OU – Master of Music in Music (173)**

Degree program requirement changes

- Change credit hours required for “Music Theory” from 6 to 9.
- Change credit hours required for “Electives” from 8 to 5.
- The proposed changes will align the curriculum with National Association of Schools of Music standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OU – Master of Arts in International Studies in International Studies (337)**

Degree program requirement changes

- For all options:
  - Remove BAD 5001, BAD 5112, ECON 5023, PSC 5913, SOC 5283, GEOG 5453 and Advanced Foreign Language as “Research Method” options.
  - Require students to complete 3 credit hours in a departmentally approved research methods course or an approved advanced foreign language.
  - Require non-thesis students to complete IAS 5293 or IAS 5913.
  - Require thesis students to complete 3 credit hours of IAS 5980.
- For the “Area Studies” option:
  - Change credit hours required for “Concentration” from 9 to 6.
  - Students must complete 6 credit hours, as approved, from one of the following fields: Asian Studies, European Studies, Latin American Studies, or Middle Eastern Studies.
  - Change credit hours required for “Electives” from 9 to 6.
- The proposed changes will update the curriculum to remove irregularly offered courses and will allow students to complete requirements within two years.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **CU – Bachelor of Science in Physics (385)**

Degree program requirement changes

- Remove CIS 2013 from “Additional Requirements” and add CS 1313.
- The proposed changes will remove a course that is no longer offered and replace it with an existing course.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **ECU – Bachelor of Science in Education in Special Education (044)**

Degree program name change

- Change program name to “Special Education Mild/Moderate.”
- The proposed change will better indicate the appropriate certification area in which students will be qualified.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **LU – Bachelor of Science in Biology (006)**

**Bachelor of Arts in Broadcast Journalism (008)**  
**Bachelor of Business Administration in Business Administration (009)**  
**Bachelor of Science in Chemistry (011)**  
**Bachelor of Science in Corrections (013)**  
**Bachelor of Science in Education in Elementary Education (017)**  
**Bachelor of Arts in English (018)**  
**Bachelor of Science in Education in Health, Physical Education, and Recreation (019)**  
**Bachelor of Science in Family and Consumer Sciences (021)**  
**Bachelor of Science in Mathematics (024)**  
**Bachelor of Arts in Music (027)**  
**Bachelor of Arts in Sociology (033)**  
**Bachelor of Science in Education in Special Education (034)**  
**Bachelor of Science in Technology (036)**  
**Bachelor of Arts in Education in Secondary Education (037)**  
**Bachelor of Science in Nursing (039)**  
**Bachelor of Science in Agricultural Science (042)**  
**Bachelor of Arts in Psychology (043)**  
**Bachelor of Science in Computer Science (045)**  
**Bachelor of Science in Health Care Administration (048)**  
**Bachelor of Arts in Liberal Education (055)**  
**Bachelor of Science in Rehabilitation Services (068)**  
**Bachelor of Science in Accountancy (070)**  
**Bachelor of Science in Public Health (071)**  
**Bachelor of Science in Organizational Leadership (775)**

Degree program requirement change

- Allow students to complete MATH 1413 as an alternative course to MATH 1513 in the “General Education Requirements.”
- The proposed change will allow students who do not need College Algebra to meet the math requirement for general education.
- Total credit hours will not change.
- No funds are requested from the State Regents.

**LU – Bachelor of Science in Education in Special Education (034)**

Degree program requirement changes

- Change credit hours for ED 2212 from 2 to 3 (2213).
- Remove ED 2303, ED 3043, ED 3404, ED 3153, ED 3414, ED 4252, SN 1115 or FR 1115, SN 1225 or FR 1125, SPED 3312, SPED 4303, and SPED 4312.
- Add SPED 4233, SPED 4433, and SN 1113.
- The proposed changes will align the curriculum with national accreditation standards and bring the number of required credit hours closer to State Regents’ policy requirements.
- Two new courses will be added and three courses will be deleted.
- Total credit hours will change from 144 to 124.
- No funds are requested from the State Regents.

**LU – Bachelor of Science in Family and Consumer Sciences (021)**

Degree program requirement changes

- For the “Early Childhood Education” option:
  - Remove ED 3153, ED 4001, ED 4232, ED 4262, ED 4270, and SN 1223 or FR 1123.
  - Change credit hours required for FCS 4623 from 3 to 4 (4624).
  - Add FCS 4253, FCS 4173, ED 2213, and ED 4290.

- The proposed changes will align the Early Childhood curriculum with the Teacher Education requirements and meet the accreditation standards of the National Association for the Education of Young Children.
- Four new courses will be added and no courses will be deleted.
- Total credit hours will change from 125 to 124.
- No funds are requested from the State Regents.

#### **LU – Bachelor of Science in Education in Elementary Education (017)**

Degree program requirement changes

- Remove ED 4252, SN 1115 or FR 1115, and SN 1225 or FR 1125.
- Change credit hours for ED 2212 from 2 to 3 (2213).
- Add SN 1113.
- The proposed changes will align the curriculum with national accreditation standards and bring the number of required credit hours closer to State Regents’ policy requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours will change from 130 to 124.
- No funds are requested from the State Regents.

#### **LU – Bachelor of Arts in Education in Secondary Education (037)**

Degree program modification changes

- For all options:
  - Change credit hours for ED 2212 from 2 to 3 (2213).
- For the “Biology Education” option:
  - Remove CH 1024, CH 1515, CH 2034, ED 4232, ED 4262, ED 4001, SN 1115 or FR 1115, SN 1225 or FR 1125, and 12 credit hours of “Electives.”
  - Add BI 3113, BI 4214, NP 1113, PH 1115, SN 1113.
- For the “Chemistry Education” option:
  - Remove CH 3415, ED 2001 (taken twice), ED 4232, ED 4262, SN 1115 or FR 1115, and SN 1225 or FR 1125.
  - Add CH 3433, CH 4133, and SN 1113.
  - Require students to also complete MT 2013.
- For the “English Education” option:
  - Remove 3 credit hours for “General Education Section B,” 3 credit hours for “General Education Section C,” 6 credit hours of “Restrictive Elective,” ED 4262, FR 1113 as an alternative course to SN 1113, and SN 1225 or FR 1125.
  - Add SP 3113 as an alternative course to EG 3033.
- For the “Math Education” option:
  - Remove CS 3113, ED 3153, ED 4001, ED 4252, ED 4252 as an alternative course to ED 4242, MT 2013, NP 1113, SO 1113, SN 1115 or FR 1115, and SN 1225 or FR 1125.
  - Add ED 2001, MT 1613, and SN 1113.
- For the “Health, Physical Education and Recreation Education” option:
  - Remove PE 3133, ED 3153, ED 4252, ED 4262, SN 1115 or FR 1115, and SN 1225 or FR 1125.
  - Add ED 2001, SN 1113, and 6 credit hours of electives.
- The proposed changes will reduce the number of credit hours required to complete the degree while maintaining national accreditation and certification standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 134-149 to 124-130.
- No funds are requested from the State Regents.

**LU – Bachelor of Science in Education in Health, Physical Education and Recreation (019)**

Degree program requirement changes

- Remove PE 3133 and PE 4033.
- Add HD 2223 and PE 3113.
- The proposed changes will enable students to meet the content knowledge and skills required in state and national standards.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**LU – Bachelor of Science in Rehabilitation Services (068)**

Degree program requirement changes

- Remove RS 3709, BI 3104, BI 4214, and RS 3393 or RS 4813, or RS 4823, or RS 3673.
- Add RS 2703, RS 4706, RS 4723, PY 3213, and RS 3391.
- Change course number and credit hours required for RS 3332 from 2 to 3 (3343).
- Require students to complete RS 4813, RS 4823, and RS 3673.
- The proposed changes will reflect the evolution of the program and will better meet the needs of students.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**NWOSU – Bachelor of Business Administration in Accounting (001)**

**Bachelor of Business Administration in Business Administration (007)**

Degree program requirement change

- Add GBUS 1021 to “Foundation Core.”
- The proposed change will provide students with a basic foundation that will prepare them for the program.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will change from 126 to 127.
- No funds are requested from the State Regents.

**NWOSU – Bachelor of Applied Arts and Sciences in Technical Management (064)**

Degree program requirement change

- Add GBUS 1021 to “Foundation Core.”
- Remove MIS 4423.
- The proposed changes will provide students with a basic foundation that will prepare them for the program and will also eliminate duplicative course content.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**NWOSU – Bachelor of Science in Education in Elementary Education (013)**

**Bachelor of Science in Education in Health and Sport Science Education (059)**

**Bachelor of Arts in Education in English Education (058)**

**Bachelor of Music Education in Music Education – Instrumental (026)**

**Bachelor of Music Education in Music Education – Vocal (027)**

Degree program requirement changes

- Remove EDUC 2402 and EDUC 4112 from “Professional Education.”
- Add EDUC 3113, EDUC 4221, EDUC 4231, and EDUC 4320 to “Professional Education.”
- Change course number and credit hours required for EDUC 2801 from 1 to 0 (2010).
- The proposed changes will better prepare teacher candidates for employment.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **NWOSU – Bachelor of Science in Education in Early Childhood Education (057)**

Degree program requirement changes

- Change credit hours required for EDUC 3012 from 2 to 3 (3013), for EDUC 4504 from 4 to 3 (4503), and for EDUC 4544 from 4 to 3 (4543).
- Change course number and credit hours required for EDUC 4514 from 4 to 3 (3523).
- Add EDUC 4582.
- Remove EDUC 2402 and EDUC 4112 “Professional Education.”
- Add EDUC 3113, EDUC 4221, EDUC 4231, and EDUC 4320 to “Professional Education.”
- Change course number and credit hours required for EDUC 2801 from 1 to 0 (2010).
- The proposed changes will better prepare teacher candidates for employment.
- Five new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

#### **NWOSU – Bachelor of Arts in Education in Social Science Education (035)**

Degree program requirement changes

- Remove HIST 1233, HIST 1493, ECON 2123, GEOG 2113, and SOC 1113 from “Major Requirements” and add HIST 3583, HIST 3603, and HIST 4113.
- Require students to complete HIST 1233 HIST 1493, and SOC 1113 as part of their “General Education Requirements.”
- Change credit hours required for “History Group 1 Elective” from 6 to 3.
- Remove EDUC 2402 and EDUC 4112 from “Professional Education.”
- Add EDUC 3113, EDUC 4221, EDUC 4231, and EDUC 4320 to “Professional Education.”
- Change course number and credit hours required for EDUC 2801 from 1 to 0 (2010).
- The proposed changes will better prepare teacher candidates for employment.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 142 to 133.
- No funds are requested from the State Regents.

#### **NWOSU – Bachelor of Science in Education in Mathematics Education (052)**

Degree program requirement changes

- Add MATH 3323.
- Change credit hours required for “Elective Advanced Math” from 6 to 3.
- Remove EDUC 2402 and EDUC 4112 “Professional Education.”
- Add EDUC 3113, EDUC 4221, EDUC 4231, and EDUC 4320 to “Professional Education.”
- Change course number and credit hours required for EDUC 2801 from 1 to 0 (2010).
- The proposed changes will better prepare teacher candidates for employment.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **NWOSU – Bachelor of Science in Education in Natural Science Education (028)**

Degree program requirement changes and degree program option additions

- Add options “Chemistry” and “Physics.”
- Remove PHSC 3114 and add BIOL 3343 and BIOL 4214.
- Change credit hours required for “Upper Level Electives” from 4 to 3.
- Remove EDUC 2402 and EDUC 4112 “Professional Education.”
- Add EDUC 3113, EDUC 4221, EDUC 4231, and EDUC 4320 to “Professional Education.”
- Change course number and credit hours required for EDUC 2801 from 1 to 0 (2010).
- The proposed changes will better prepare teacher candidates for employment.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 133 to 134.
- No funds are requested from the State Regents.

### **NWOSU – Bachelor of Science in Agriculture Education (065)**

Degree program requirement change

- Remove AGED 3103, EDUC 2402, and EDUC 4112 from “Professional Education.”
- Add EDUC 2103, EDUC 3113, EDUC 4221, EDUC 4231, and EDUC 4320 to “Professional Education.”
- Add AGED 3103 to “Agriculture Education Major Requirements.”
- Change credit hours required for “Agriculture Electives” from 6 to 3.
- Change course number and credit hours required for EDUC 2801 from 1 to 0 (2010).
- The proposed changes will better prepare teacher candidates for employment.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **NWOSU – Bachelor of Science in Education in Special Education (055)**

Degree program requirement changes

- Remove EDUC 2402 from “Special Education Major Requirements” and EDUC 3113.
- Add EDUC 4221, EDUC 4231, and EDUC 4320 to “Professional Education.”
- Change course number and credit hours required for EDUC 2801 from 1 to 0 (2010).
- The proposed changes will better prepare teacher candidates for employment.
- Four new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 124 to 126.
- No funds are requested from the State Regents.

### **CSC – Associate in Arts in Child Development (086)**

Degree program requirement change

- Remove CHDV 1121, CHDV 1112, and CHDV 2433.
- Add EDUC 1111.
- The proposed changes are the result of the decision to no longer seek accreditation through the National Association for the Education of Young Children (NAEYC). CSC reports that interviews with area child care employers indicated that accreditation through NAEYC does not affect their hiring decisions.
- Three new courses will be added and three courses will be deleted.
- Total credit hours for the degree will change from 65 to 62.
- No funds are requested from the State Regents.

### **EOSC – Associate in Science in Physical Sciences (036)**

Degree program name change

- Change program name to “Physical Sciences and Pre-Engineering.”
- The proposed change allows prospective students interested in the engineering field to know that they can begin their engineering education at EOSC.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OCCC – Associate in Applied Science in Nursing (029)**

Other degree program requirement change

- Make the following changes to the admission criteria:
  - Change the number of points possible for “Achievement” from 12 to 11.
  - Change the maximum points possible for “Science Courses” from 3 to 6 and no more than 3 courses with 2 points per class for a grade of A and 1 point per class for a grade of B.
  - Change the number of points possible for “Potential” from 9 to 10.
  - Change the number of points possible for the Test of Essential Academic Skills test from 3 to a maximum of 4 using the following range of scores: 62-69 = 2 points, 70-78 = 3 points, and 79 and above = 4 points.
  - Require students to submit both an official current Oklahoma Licensure and an official transcript/documentation from the institution at which the work was completed for the practical nurse licensure.
  - Require students to complete the Assessment Technologies Institute Nursing Education assessment rather than the National League for Nursing assessment.
  - Total points possible for admission criteria will not change.
- The proposed changes for the admission process will provide the faculty a clearer understanding of the educational strengths of students seeking admission into the program.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OSU-OKC – Associate of Applied Science in Business Technology in Accounting (022)**

Degree program requirement changes

- Remove CIS 1503 as an alternative course to CIS 1503.
- Remove BUS 1011 and allow students to complete any Business or Accounting elective for at least one credit hour.
- Add ECON 2023 as an alternative course to ECON 2013.
- Remove HUM 2203 and allow students to complete any course designated as Humanities to fulfill General Education requirements.
- Remove HIST 1483 and HIST 1493 and allow students to complete any U.S. History to fulfill General Education requirements.
- Remove MATH 1513 and allow students to complete any college level math to fulfill General Education requirements.
- Add SPCH 2723 as an alternative course to SPCH 1113.
- The proposed changes will provide students additional course options to meet curriculum requirements.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OSU-OKC – Associate in Applied Science in Cardiovascular Ultrasound (098)**

Other degree program requirement change

- Change the admission requirement on the Test of Essential Academic Skills (TEAS) test from 75 points to 50 points.
- The proposed change will align the 2:1 ratio of prerequisite point total to entrance exam (TEAS) total.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OSU-OKC – Associate in Science in Horticulture Technology (066)**

Degree program requirement change

- Remove HRT 2123 and add HRT 2143.
- The proposed change is the result of the Professional Landcare Network accreditation site visit.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OSU-OKC – Associate in Applied Science in Agriculture Technology in Horticulture Technology (011)**

Degree program option name change and degree program option deletions

- For the “Landscape Contracting” option:
  - Change option name to “Landscape Contracting, Design, and Management.”
- Delete options “Retail Floristry,” “Horticulture Therapy,” and “Landscape Design.”
- For the “Retail Floristry” option:
  - There are currently five students enrolled.
  - Students will be allowed to complete their program.
  - Future students can pursue the Certificate in Retail Floristry (041).
- For the “Horticulture Therapy” option:
  - There are currently no students enrolled.
  - OSU-OKC will continue to offer HRT 1253 – Introduction to Horticulture Therapy but on a less frequent basis.
- For the “Landscape Design” option:
  - There are currently five students enrolled.
  - This option will be incorporated into the “Landscape Contracting” option.
- The proposed option name change is the result of the Professional Landcare Network accreditation recommendations.
- The proposed deletions are the result of low student demand for these options.
- No new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **OSU-OKC – Associate of Applied Science in Business Technology in Management (053)**

Degree program option deletions and degree program requirement changes

- Delete options “Marketing” and “Management.”
  - The proposed deletions are the result of low enrollment in the options and the redundancy of one option with the main program.

- There are 29 students currently enrolled in the options.
- Students will complete their requirements within one of the remaining options.
- Remove MGMT 2913 and 3 credit hours of “Elective” coursework from BUS, MGMT, or MKT.
- Add MGMT 2213 and MKT 2273.
- Remove CIS 1503 as an alternative course to CIS 1113.
- Allow students to complete any college level math to fulfill General Education Mathematics requirement.
- Add SPCH 2723 as an alternative course to SPCH 1113.
- Remove HIST 1483 and HIST 1493 and allow students to complete any U.S. History to fulfill General Education requirements.
- For the “General Business” option:
  - Add ECON 2023 as an alternative course to ECON 2013.
- The proposed changes will clarify curriculum requirements and eliminate redundancy.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU-OKC – Associate in Applied Science in Management Information Systems (096)**

Degree program requirement change

- For the “Office Management” option:
  - Remove CIS 1113 and require students to complete CIS 1503.
- The proposed change will ensure consistency in the curricular requirements for the options available within this program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**OSU-OKC – Certificate in Non-Profit Management (117)**

Degree program requirement change

- Add ENGL 1113.
- The proposed change will add a course that is a prerequisite for another course.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 30 to 33.
- No funds are requested from the State Regents.

**SSC – Associate in Science in Computer Science (226)**

Degree program requirement changes

- Add CS 1123 to “Major Field Requirements.”
- Change credit hours required for “Major Field Requirements” from 15 to 18.
- Change credit hours required for “General Education” from 40 to 37.
- The proposed changes will align the curriculum with that of similar programs offered at four-year institutions.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change
- No funds are requested from the State Regents.

**SSC – Associate in Science in Business (203)**

Degree program requirement changes

- Add CS 1103 to “Major Field Requirements.”
- Change credit hours required for “Major Field Requirements” from 15 to 18
- The proposed changes will align the curriculum with that of similar programs offered at four-year institutions.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change
- No funds are requested from the State Regents.

**TCC – Associate in Science in Business Administration (003)**

Degree program requirement changes

- For the “Hospitality Management” option:
  - Add BUSN 2613 as a required course.
  - Change credit hours for “Electives” from 6 to 3.
- The proposed changes will update the curriculum to reflect current trends in the hospitality industry.
- Four courses will be added and eight courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Arts in Pre-Education (006)**

Degree program requirement change

- Remove PHED 1113 and add PHED 2603.
- The proposed change will facilitate student transfer to a similar program at a four-year institution.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Horticulture Technology (034)**

Degree program requirement changes

- Remove HORT 1313 and HORT 1343 and add HORT 2513 and HORT 2613.
- Change credit hours required for “Emphasis Area” from 12 to 18.
- Remove “Floral Design and Interiorscape,” “Landscape Maintenance,” and “Nursery and Greenhouse Production” as options available under “Emphasis Area.”
- Remove 6 credit hours of “Controlled Electives.”
- The proposed changes will align the curriculum with workforce needs.
- Two new courses will be added and four courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Paralegal (039)**

Degree program requirement changes

- Add PLGL 2383.
- Change credit hours required for “Controlled Electives” from 15 to 12.
- The proposed changes are in accordance with American Bar Association Paralegal Guidelines.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Medical Laboratory Technician (050)**

Other degree program requirement change

- Change the application deadline from July 15 to July 1.
- The proposed change will provide the department more time to process background checks before the start of the Fall semester.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Management (093)**

Degree program requirement changes and degree program option addition

- For all options:
  - Remove ECON 2023 as an alternative course for ECON 2013.
- For the “Internship” option:
  - Remove ACCT 2213 as a required course and add MGMT 2123.
  - The proposed changes will better serve students by providing more course flexibility and potentially increase graduation rates.
- Add option “Management.”
  - The proposed option will formalize the curriculum into an option and delineate the required courses from other options available within the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Physical Therapist Assistant (101)**

Degree program requirement changes

- Change credit hours required for PHTA 1232 from 2 to 1 (1231).
- Add PHTA 1211.
- The proposed changes will provide students with a clinical orientation during their first semester in the program.
- One new course will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Occupational Therapy Assistant (164)**

Degree program requirement changes

- Change credit hours required for PHTA 1232 from 2 to 1 (1231).
- Remove OCTA 1502 and add OCTA 1521 and OCTA 1511.
- The proposed changes will align the curriculum with new standards established by the Accreditation Council for Occupational Therapy Education.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Dental Hygiene (167)**

Degree program requirement changes

- Remove BIOL 1383 and MATH 1513.
- The proposed changes will align the curriculum with Dental Hygiene accreditation standards.

- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 94 to 88.
- No funds are requested from the State Regents.

### **TCC – Associate in Applied Science in Child Development (200)**

Degree program requirement changes and degree program option deletions

- Delete options “Middle Childhood” and “Teacher Assistant.”
  - There is currently 1 student enrolled in the “Middle Childhood” option and 12 students enrolled in the “Teacher Assistant” option.
  - Students will be allowed a two-year teach out period.
- For all options:
  - Remove PHED 1113 and add PHED 2603.
  - Add 27 credit hours of common core to include the following courses: CHLD 2003, CHLD 2023, CHLD 2103, CHLD 2203, CHLD 2213, CHLD 2233, CHLD 2243, CHLD 2253, and CHLD 2263.
- For the “Center Director” option:
  - Remove 24 credit hours of “Child Development” courses and 9 credit hours of “Controlled Electives.”
  - Require students to complete CHLD 2113, CHLD 2223, and CHLD 2413.
- For the “Early Childhood” option:
  - Remove 27 credit hours of “Child Development” courses.
  - Require students to complete CHLD 2223.
- For the “Infant Toddler” option:
  - Remove 27 credit hours of “Child Development” courses.
  - Require students to complete CHLD 2513.
- The proposed changes align the curriculum with the 50 percent common core policy requirement and ensure it meets the needs of students, child care centers, and licensing authorities.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will change from 60 to 63.
- No funds are requested from the State Regents.

### **TCC – Certificate in Child Development (206)**

Degree program option deletions

- Delete options “Youth Development,” “Youth Development Certificate of Mastery,” and “Infant/Toddler Certificate of Mastery.”
  - The proposed deletions are the result of low demand for the options.
  - There are currently no students enrolled in the “Youth Development” option, two students enrolled in the “Youth Development Certificate of Mastery” option, and one student in the “Infant/Toddler Certificate of Mastery.”
  - Students currently enrolled will be provided a two-year teach out period.
- No new courses will be added and four courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

### **TCC – Associate in Applied Science in Digital Media (216)**

Degree program requirement changes

- Remove CSCI 2973 and JRMC 2973.
- For the “Adobe Master Design Specialist,” “Digital Media Specialist,” and “Web Design Specialist” options:

- Add CSCI 2972 and CSCI 2982.
- For the “Broadcast Production Specialist” and “Multimedia Reporting Specialist” options:
  - Add JRMC 2973.
- For the “Radio Production Specialist” option:
  - Remove JRMC 2613 and add JRMC 2973 and JRMC 2644.
- The proposed changes will provide students with better internship and radio broadcasting experiences for future employment opportunities.
- Three new courses will be added and two courses will be deleted.
- Total credit hours will change from 67-68 to 67-69.
- No funds are requested from the State Regents.

**TCC – Certificate in Pharmacy Technician (231)**

Degree program requirement change and degree program name change

- Change program name to “Pharmacy Technology.”
- Remove PHMT 1318 and add PHMT 1324 and PHMT 1334.
- The proposed name change will more accurately reflect the content of the curriculum.
- The proposed course changes will allow students to gain an understanding of pharmacology before committing to the program.
- Two new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Fire and Emergency Medical Services (234)**

**Certificate in Fire and Emergency Medical Services (252)**

Degree program requirement changes

- Remove FEMS 2413, FEMS 2424, and FEMS 2431 from “Core Courses” and add FEMS 2418.
- For the “Firefighter/EMT” option:
  - Remove FEMS 1143 and FEMS 2163.
  - Add FEMS 2123 and FEMS 2143.
- The proposed changes will eliminate scheduling conflicts for courses and allow students to be eligible to earn national certifications issued by the National Fire Academy.
- One new course will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Science in Child Development (246)**

Degree program requirement changes and degree program option deletion

- Delete option “Early Childhood Education-LU.”
  - The proposed deletion is due to low demand for the option.
  - There are currently 11 students enrolled and will be provided a two-year teach out period.
- For the “Child and Family-OSU Transfer” option:
  - Remove CHLD 2223 and add CHLD 2032 and CHLD 2233.
- For the “Early Childhood Education-OU Transfer” option:
  - Add BIOL 1383 and PHSC 2151 or BIOL 2213 to “General Education Science” requirements.
- For the “Human and Family Sciences/Early Care-NSU Transfer” option:
  - Remove CHEM 1315, ASTR 1104, and PHYS 1114 as alternative courses to PHSC 1114.

- Require students to complete MATH 1513.
- Remove GEOG 1043.
- Add 3 credit hours of Psychology or Sociology and allow students to select one of the following: PSYC 1113 or SOCI 1113.
- Remove CHLD 2113 and CHLD 2233.
- Add CHLD 2032 and CHLD 2023.
- For the “Early Childhood Education-NSU Transfer” option:
  - Remove 3 credit hours of Humanities elective from “General Education Humanities” requirements.
  - Change credit hours for “General Education Humanities” requirements from 9 to 6.
  - Remove MATH 1473 as an alternative course for MATH 1513.
- The proposed changes will align the curriculum with requirements at four-year institutions and create a common core for all options.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Science in Health and Human Performance (256)**

Degree program requirement changes

- Change requirements for “General Education Behavioral Sciences” to PSYC 1113 or SOCI 1113.
- Add ECON 2013 or ECON 2013 to “General Education” requirements.
- Remove PHED 1113 and require students to complete PHED 2603.
- The proposed changes will align the curriculum with a similar program at Oklahoma State University.
- No new courses will be added and one course will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Certificate in Hospitality Management (257)**

Degree program requirement changes, degree program option deletions and degree program name change

- Change program name to “Hospitality Management Professional.”
  - The proposed name change will distinguish the program from the Hospitality Management option available under the Associate in Applied Science in Business (153).
- Delete options “Casino Gaming Management,” “Restaurant Management,” “Hotel Management,” “Event Management,” and “Event Management Professional.”
  - There are a total of 10 students enrolled in the options and will be provided a two-year teach out period.
- Add BUSN 2613, BUSN 2823, ENGL 1113 and ENGL 1213 or ENGL 2343.
- Allow students to select 6 credit hours from one of 2 emphasis areas.
- The proposed deletions are the result of changes to the curriculum and will reflect current trends in Hospitality Management.
- Five new courses will be added and eight courses will be deleted.
- Total credit hours for the degree will change from 18-24 to 30.
- No funds are requested from the State Regents.

**TCC – Associate in Science in Nutritional Sciences (273)**

Degree program requirement change

- For the “Community Nutrition” option:
  - Add PHED 2603 as an alternative course to ECON 1353.
- The proposed change will update the curriculum to align with requirements at Oklahoma State University.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Certificate in Diagnostic Medical Sonography (282)**

Other degree program requirement change

- Add BIOL 1314 and ENGL 1113 to admission requirements.
- The proposed changes ensure applicants have completed the appropriate requirements when applying to the program.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Business (153)**

Degree program requirement changes

- For the “Administrative Careers” option:
  - Remove BUSN 2183 and add CSCI 2013.
- For the “Health Care Business Operations” option:
  - Remove ACCT 2553 and require ACCT 2533 and ACCT 2543.
- For the “Hospitality Management” option:
  - Add BUSN 2613.
  - Change credit hours for “Electives” from 6 to 3 and require students to select one course from the following: BUSN 2713, BUSN 2723, BUSN 2733, or BUSN 2743.
- The proposed changes will delete obsolete courses and update the curriculum to better meet the needs of the industry.
- Four new courses will be added and ten courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Certificate in Horticulture Technology (209)**

Degree program requirement changes

- Remove HORT 1313 and HORT 1343 and add HORT 2523 and HORT 2613.
- The proposed changes will align the curriculum with workforce needs.
- Two new courses will be added and four courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Applied Science in Electronics Technology (031)**

Degree program requirement changes and degree program option addition

- Add option “Electronics Technologist.”
  - The proposed option will prepare students for employment as engineering technicians, field service technicians, research and development technicians, or production technicians in the field of electronics.
- For the “Alternative Energy” option:
  - Change credit hours required for ALTE/ELET 1142 from 2 to 3 (1143).

- Remove ALTE 1453 and ALTE 1563 and add ALTE 1464.
- Total credit hours for the option change from 23-24 to 22-23.
- For the “Biomedical Equipment” option:
  - Remove CSCI 2103.
  - Require students to complete one of the following from “Controlled Electives:” BMET 2373 or ITCV 2023.
- The proposed changes will provide students the opportunity to complete all course work within one calendar year and will update the curriculum to focus on current technology.
- One new course will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Arts in Communications (005)**

Degree program requirement changes, degree program name change, degree program option additions, and degree program option name change.

- Change program name to “Communication Arts and Technologies.”
  - The proposed name change will better reflect the various options available within the degree.
- Add options “Journalism and Mass Communications: Strategic Communication” and “Journalism and Mass Communications: Broadcast Communication.”
  - The proposed options are currently offered within the Associate in Arts in Social Science (015) but did not share an approximate 50 percent common core as required by policy. This action will rectify this.
- For the “Speech” option:
  - Change option name to “Communication.”
  - The proposed name change will better reflect the scope of the research, teaching, and learning within the discipline.
- For all options:
  - Require a common core curriculum of the following courses: ENGL 2413, JRMC 1013, and COMM 2103.
- For all the “English” option:
  - Remove ENGL 2413, ENGL 2543, ENGL 2653, ENGL 2773, and ENGL 2883.
  - Add ENGL 2493.
- The proposed curricular changes will align the curriculum with State Regents’ policy requirements of an approximate 50 percent common core.
- No new courses will be added and no courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Arts in Social Science (015)**

Degree program option deletion

- Delete options “Journalism.”
- The proposed deletion is the result of curriculum reviews and aligning programs to meet State Regents’ policy requirement of an approximate 50 percent common core. The “Journalism” option is being moved to the Associate in Arts in Communication (005).
- There are currently 182 students enrolled in the option and will be provided a two-year teach out option or the ability to transfer to the new option available under the Associate in Arts in Communication (005).
- No new courses will be added and no courses will be deleted.
- No funds are available for reallocation.

- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.

**TCC – Associate in Science in Science-Related Concentration (014)**

Degree program requirement changes

- For the “Horticulture” option:
  - Remove PSYC 1113, HORT 1343, HORT 2353, and HORT 2483.
  - Add ECON 2023, HORT 2224, HORT 2513, and HORT 2613.
- The proposed changes align the curriculum with Oklahoma State University’s horticulture program.
- Two new courses will be added and three courses will be deleted.
- Total credit hours for the degree will not change.
- No funds are requested from the State Regents.



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**AGENDA ITEM #18-a (2):**

**Programs.**

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

**RECOMMENDATION:**

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

**BACKGROUND:**

Southeastern Oklahoma State College (SEOSU) requested authorization to suspend the program listed below:

- Master of Education in Mathematics Specialist (108)

Carl Albert State College (CASC) requested authorization to suspend the program listed below:

- Associate in Arts in Pre-Secondary Education (034)

Tulsa Community College (TCC) requested authorization to suspend the programs listed below:

- Certificate in Electronics – Alternative Energy (277)
- Certificate in Human Services Direct Support Professional (274)
- Associate in Applied Science in Biotechnology (262)
- Associate in Applied Science in Surgical Technology (235)
- Associate in Applied Science in Stage Production Technology (238)
- Certificate in Medical Assistant (181)
- Certificate in Patient Care Technician (226)
- Certificate in Business (241)

**POLICY ISSUES:**

Suspending programs is consistent with the State Regents' Academic Program Review policy. Institutions have three years to reinstate or delete suspended programs. Students may not be recruited or admitted into suspended programs. Additionally, suspended programs may not be listed in institutional catalogs.

**ANALYSIS:**

SEOSU requested authorization to suspend the Master of Education in Mathematics Specialist (108):

- SEOSU reports that the program no longer meets the requirements for recommendation for the Oklahoma Elementary Mathematics Specialist certification approved by the Oklahoma Department of Education (OSDE) in 2012.

- SEOSU also reports time is needed to consider a redesign of the curriculum and program goals to align with the standards set by OSDE and the National Council of Teachers of Mathematics.
- SEOSU will reinstate or delete the program by January 31, 2017.

CASC requested authorization to suspend the Associate in Arts in Pre-Secondary Education (034):

- CASC reports that they intend to start advising students interested in secondary education to major in the discipline in which they want to teach and are discussing deleting the program.
- CASC will reinstate or delete the program by January 31, 2016.

TCC requested authorization to suspend the:

- ✓ Certificate in Electronics – Alternative Energy (277);
- ✓ Certificate in Human Services Direct Support Professional (274);
- ✓ Associate in Applied Science in Biotechnology (262);
- ✓ Associate in Applied Science in Surgical Technology (235);
- ✓ Associate in Applied Science in Stage Production Technology (238);
- ✓ Certificate in Medical Assistant (181);
- ✓ Certificate in Patient Care Technician (226);
- ✓ Certificate in Business (241)

- TCC reports continued low enrollment and graduation in these programs and will take time to re-evaluate student and employer demand for each.
- TCC will reinstate or delete the programs by January 31, 2018.

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

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**AGENDA ITEM #18-b:**

**Reconciliation.**

**SUBJECT:** Approval of an institutional request for degree program inventory reconciliation.

**RECOMMENDATION:**

**It is recommended that the State Regents approve a request for degree program inventory reconciliation as described below.**

**BACKGROUND:**

Northeastern State University (NSU) requested a program modification change for Master of Education in Mathematics Education (138) to reconcile institutional practice with the official degree program inventory.

**POLICY ISSUES:**

These actions are consistent with the State Regents' Academic Program Approval policy.

**ANALYSIS:**

NSU requested a program modification change for the Master of Education in Mathematics Education (138) which was to be included on the December 4, 2014 State Regents' agenda. Although the program modification request that appeared in the agenda was accurate, the item erroneously referred to Northwestern Oklahoma State University. This action will reconcile State Regents' actions with the official institutional request.



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**AGENDA ITEM #18-c:**

**Electronic Delivery.**

**SUBJECT:** Carl Albert State College. Approval of request to offer existing degree programs through online delivery.

**RECOMMENDATION:**

**It is recommended that the State Regents approve Carl Albert State College's request to offer the existing Associate in Applied Science in Child Development (012), Associate in Arts in Child Development (055), and Associate in Arts in General Studies (039) through online delivery.**

**BACKGROUND:**

Carl Albert State College (CASC) is currently approved to offer the following degree programs through online delivery:

- Associate in Applied Science in Computer Technology (040);
- Associate in Arts in Business Administration (006);
- Associate in Arts in Enterprise Development (675);
- Associate in Arts in Psychology/Sociology (037);
- Associate in Arts in Social Sciences (036); and
- Associate in Science in Enterprise Development (676).

CASC's governing board approved offering the existing Associate in Applied Science in Child Development (012), Associate in Arts in Child Development (055), and Associate in Arts in General Studies (039) through online delivery on October 14, 2014 and CASC requests authorization to offer the existing programs online, as outlined below.

**POLICY ISSUES:**

This action is consistent with the Oklahoma State Regents for Higher Education's Electronically Delivered and Traditional Off-Campus Courses and Programs policy. This policy allows institutions with approved electronic media delivered programs or grandfathered status to request programs through an abbreviated process. The process calls for the president to send the following information to the Chancellor: 1) letter of intent, 2) the name of the program, 3) delivery method(s), 4) information related to population served and demand, and 5) cost and financing.

**ANALYSIS:**

CASC satisfactorily addressed the requirements in the Electronically Delivered and Traditional Off-Campus Courses and Programs policy as summarized below.

**Associate in Applied Science in Child Development**  
**Associate in Arts in Child Development**  
**Associate in Arts in General Studies**

**Delivery method.** CASC will utilize the Blackboard learning and course management system to deliver and support the programs. Instructors will make full use of the online features including discussion boards, assignment drop boxes, and assessment tools. Blackboard permits a variety of real-time interactions on an individual basis as well as scheduled group meetings promoting peer interaction among and between students and faculty. Additionally, the library, facilities, and equipment are adequate for these degree programs.

**Demand.** According to employment projections, Oklahoma will experience a 13 percent growth in the childcare industry through 2022. CASC wants to be responsive to the needs of the state, but most importantly to the nine counties it serves in southeastern Oklahoma, which is mostly rural and underserved.

For the Associate in Arts in General Studies (039) degree program, approval for online delivery of the degree program will enable CASC to deliver quality education to its nine county service area. The general studies degree program will allow students to position themselves for changes in job market demands. The degree program can be designed based on the immediate employment needs or transferability into a four-year degree program. Employment projections indicate employers experience on average from 25 to 64 percent in the credential gap for new employees. The general studies degree program will enable students to position themselves favorably in a competitive job market. CASC has established transfer and reverse-transfer partnerships with regional four-year institutions to provide seamless transfer of its students.

The three associate degree programs have met or exceeded minimum program productivity requirements and CASC seeks to continue meeting student and industry demand by offering these existing programs through online delivery. CASC will meet the needs of its students who have time management constraints and will provide its students with options that will give them access to degree programs that will increase their professional opportunities.

**Funding.** No new funding will be required to deliver these degree programs online. The programs will be funded through existing allocations, program fees and tuition.

A system wide letter of intent was distributed electronically to presidents on November 18, 2014; however, a letter of protest was not received.

Based on staff analysis and institutional expertise, it is recommended the State Regents approve CASC's request to offer the existing Associate in Applied Science in Child Development (012), Associate in Arts in Child Development (055), and Associate in Arts in General Studies (039) through online delivery as described above.

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**AGENDA ITEM #18-d:**

**GEAR UP.**

**SUBJECT:** Ratification of GEAR UP Partnership support to Oklahoma Institutions of Higher Education in support of implementing a College Liaison/Coach at six Community College sites.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify incentive support for implementation of the College Liaison/Coach intervention strategy serving students at participating GEAR UP middle and high schools.**

**BACKGROUND:**

Oklahoma State Regents' GEAR UP program has continuously investigated successful student intervention strategies implemented in other states that serve as models for replication. Such is the case in the Virginia Community College System's (VCCS) Career Coach Program. This program has demonstrated over a six year period a sixty-seven percent (67%) increase in the number of high school students who plan to continue working toward postsecondary education as well as a seven (7%) increase in community college enrollments from Virginia high schools with career coach activities in the school. Such results prompted GEAR UP to select a similar Liaison/Coach intervention strategy as a part of the 2011 GEAR UP grant proposal. National research finds that the one critical factor that predicts a first generation college student pursuing and persisting in higher education is having a strong relationship with somebody who can support and encourage them in college life/work. Statistics show that first generation college students are more likely to attend a community college near their home and their parents are more accepting of their student pursuing higher education through the community college system.

GEAR UP students will receive support by College Liaison staff members who will be strategically placed in six Oklahoma community colleges with the highest enrollment of target student local education agencies (LEAs). These Liaisons will assist students in meeting their social services needs by connecting them to existing college services such as tutoring, mentoring, counseling, and student advising to ease the college transition. In addition, these Liaisons will assist the LEAs in organizing college campus tours and will arrange for financial aid presentations and assist students in meeting college entrance requirements such as completing college admissions forms, the FAFSA application and hold one-on-one meetings with GEAR UP students and their parents/families as students' transition from high school to college. In addition, the College Liaisons will promote student attendance in summer college bridge programs.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a U.S. Department of Education initiative created to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The Oklahoma State Regents for Higher Education's ongoing GEAR UP project (2011-2018) provides partnership support to six Oklahoma Institutions of Higher Education to implement and sustain a College Liaison/Coach position at the community college campus. The goal of GEAR UP is to ultimately increase college access for participating Oklahoma middle and high school students.

**POLICY ISSUES:**

The U.S. Department of Education’s Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) endorses partnerships with higher education institutions. These partnerships create activities for early student intervention and facilitate college readiness. Included in these activities are the developments of special programs that place additional trained “liaison/coaches” in positions of direct student support. These liaison/coaches are knowledgeable about achieving postsecondary education goals and support the public school counselor but do not replace any school personnel. The federal GEAR UP program endorses the involvement of colleges and universities as well as community-based organizations as partners to ensure local sustainability of supporting strategies for college readiness.

**ANALYSIS:**

A quick review of schools demographic and academic performance data indicates the need for increased student/parent support in both preparation and access for post-secondary education.

School District	MS/HS Enrollment	College Going Rate	Remediation Rate	Free/Reduced Lunch Rate
Caney Valley	383	37%	41%	63%
Catoosa	1,148	41%	53%	60%
Checotah	846	48%	39%	80%
Henryetta	579	48%	52%	78%
McCloud	819	45%	35%	60%
Newkirk	468	34%	35%	69%
Okmulgee	693	48%	71%	84%
Roland	618	25%	51%	73%
Sapulpa	2,245	53%	48%	59%
Stilwell	863	38%	56%	71%
Ardmore	1,412	49%	40%	84%
Davis	559	53%	35%	51%
Kingston	568	41%	47%	93%
Little Axe	600	31%	41%	71%
Madill	891	54%	46%	72%
Marietta	486	48%	40%	72%
Tecumseh	1,152	36%	37%	69%
Duncan	1820	47%	38%	58%
Elk City	860	52%	39%	53%
Hobart	409	50%	38%	67%
Guymon	1,171	41%	47%	72%
Woodward	1,230	46%	38%	61%
Harrah	1,129	49%	37%	53%
Luther	484	50%	54%	67%

While the day-to-day functions of the College Liaison/Coach will vary as the coach collaborates with high school and college campus staff. The College Liaison/Coach will primarily assist and support the GEAR UP students with college preparation, career goals and options. As well as working with specified high schools and their students, the College Liaison/Coach will work with parents, high school counselors and administrators to inform them of specific college requirements, financial planning, scholarships, and student support services. They will work with the community college faculty advisors to identify academic options, choose academic strategies, and help with student enrollment. The College Liaison/Coach will also act as a resource for academic information, financial aid information and decision-making strategies once the student arrives on the campus. This position will work with students from GEAR UP schools in the areas of identifying student support services that will aid in the transition to college. The College Liaison will assist the college in tracking and understanding the perspective of a GEAR UP student and will work with specified College Registrars to implement degree completion activities. The GEAR UP College Liaison/Coach will be expected to work with each entity; GEAR UP schools, colleges, and students/parents in an effective, positive, and professional manner to convey to a diverse population the features and benefits of a higher education degree.

Six community colleges will receive Oklahoma GEAR UP support in 2015. The following table lists the institutions that are receiving project funding and the amount of funding for 2015. The outcomes are consistent with GEAR UP's overall goal – to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Total funding for the strategy is \$360,000.00 in federal dollars, all derived from the State Regents current GEAR UP grant award. No state grant dollars are involved.

	<b>Higher Education Site</b>	<b>Community</b>	<b>Amount</b>
1	<b>Rose State College</b> McLoud Harrah Luther Tecumseh Little Axe	Midwest City	\$60,000.
2	<b>Murray State College</b> Ardmore Davis Madill Marietta Kingston	Tishomingo	\$60,000
3	<b>Tulsa Community College</b> Catoosa Okmulgee Sapulpa	Tulsa	\$60,000
4.	<b>Northern Oklahoma College</b> Caney Valley Guymon Woodward Newkirk	Tonkawa	\$60,000
5.	<b>Connors State College</b> Checotah Henryetta Roland Stillwell	Warner	\$60,000
6.	<b>Western Oklahoma State College</b> Duncan Hobart Elk City	Altus	\$60,000
<b>Total</b>			<b>\$360,000</b>

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**AGENDA ITEM #18-e:**

**Agency Operations.**

**SUBJECT:** Ratification of Purchases.

**RECOMMENDATION:**

**It is recommended that the State Regents ratify purchases in amounts in excess of \$25,000 but not in excess of \$100,000 between November 11, 2014 and January 2, 2015.**

**BACKGROUND:**

Agency purchases are presented for State Regents' action. They relate to previous board action and the approved agency budgets.

**POLICY ISSUES:**

The recommended action is consistent with the State Regents' purchasing policy which provides for the Budget Committee's review of purchases in excess of \$25,000.

**ANALYSIS:**

For the time period between November 11, 2014 and January 2, 2015 there are 2 purchases in excess of \$25,000 but not in excess of \$100,000.

Purchases Between \$25,000.01 and \$99,999.99

OCAP

- 1) True Digital in the amount of \$32,230.00 to perform penetration testing on Oklahoma College Assistance Program's computer systems and network. This testing will serve as a security evaluation to measure the security weaknesses. If weaknesses are found, mitigation recommendations will be made. (Funded from 701-OCAP).

OneNet

- 2) Tetra Tech Incorporated in the amount of \$39,485.00 for engineering services for a topographic design survey and permits for a fiber optic cable route from the Oklahoma Community Anchor Network fiber route located at the SH7 (Lee Blvd) and Trail Road intersection near Lawton, Oklahoma to the OneNet towers located at the intersection of Trail Road and Cache Road. (Funded from 718-OneNet).



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**AGENDA ITEM #19-a:**

**Programs.**

**SUBJECT:** Current Status Report on Program Requests.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

The Status Report on Program Requests tracks the status of all program requests received since July 1, 2014 as well as requests pending from the previous year.

**POLICY ISSUES:**

This report lists requests regarding degree programs as required by the State Regents' Academic Program Approval policy.

**ANALYSIS:**

The Status Report on Program Requests lists all program requests received by the State Regents and program actions taken by the State Regents within the current academic year (2014-2015).

The current status report contains the Current Degree Program Inventory and the following schedules:

1. Letters of Intent
2. Degree Program Requests Under Review
3. Approved New Program Requests
4. Requested Degree Program Deletions
5. Approved Degree Program Deletions
6. Requested Degree Program Name Changes
7. Approved Degree Program Name Changes
8. Requested Degree Designation Changes
9. Approved Degree Designation Changes
10. Cooperative Agreements
11. Suspended Programs
12. Reinstated Programs
13. Inventory Reconciliations
14. Net Reduction Table

Supplement available upon request.



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**AGENDA ITEM #19-b (1):**

**Annual Reports.**

**SUBJECT:** Report of the Oklahoma State University Center for Veterinary Health Sciences policy exception regarding transfer admissions.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

Since 1971, the State Regents have set policy for the function, admissions, academic, and program standards, setting a cap on the number of enrollments and limiting the number of nonresident students for the Oklahoma State University Center for Veterinary Health Sciences (OSU-CVHS). The current cap on incoming students is 80; 25 percent may be nonresident students.

In December 2008, OSU-CVHS requested and received approval from the State Regents to develop an articulation agreement with the University of Arizona (UA). The exception allowed enrollment of 40 UA transfer students in the third and fourth years. Subsequently, in May 2009 OSU-CVHS requested and received approval for an interim proposal which allows up to 30 second, third and fourth year transfer students (10 per curriculum year) admission into OSU-CVHS, effective Spring 2010. The interim proposal was requested to allow OSU-CVHS additional time to evaluate and finalize its 2+2 articulation agreement with the UA. A complete report was submitted and is analyzed below.

Since State Regents' approval of the interim proposal in May 2009, it was determined that additional time is needed to finalize the articulation agreement with another university. The interim proposal was submitted to maximize existing capacity through expanded transfer of nonresident students while OSU-CVHS continues deliberations related to the articulation agreement. The Regents for the Oklahoma State University and Agricultural and Mechanical Colleges approved the interim proposal at the April 17, 2009 meeting.

**POLICY ISSUES:**

The OSU-CVHS continues to work within the parameters of the approved policy exception while establishing a formal articulation agreement with the University of Arkansas-Fayetteville.

**ANALYSIS:**

OSU-CVHS re-emphasizes that there is a need to increase veterinary graduates to address a shortage in several areas including public practice, rural practice, and academia, and a significant imbalance in the types of practicing veterinarians. Increasing the number of OSU-CVHS graduates from approximately 75-80 per year to approximately 100 per year through nonresident recruitment from other states would help address the need and utilize existing capacity.

Since initial approval was granted in 2008, tuition and fee revenue has increased by approximately \$2,189,098, or 37 percent, between Fall 2009 and Fall 2014, which has been instrumental in maintaining academic quality during a time of economic and financial constraint.

Since 2009, several changes have occurred in veterinary education programs across the country. Two private, not-for-profit programs have received reasonable assurance of accreditation by the Council of Education of the American Veterinary Medical Association, of which one program is located within the state of Arizona. The UA has entered into negotiations with the private school in Arizona to establish an articulation agreement and OSU-CVHS reports that the original proposal to partner with UA to establish an articulation agreement is no longer feasible.

In Spring 2012 OSU-CVHS was approached by and entered into negotiations with University of Arkansas-Fayetteville (UA-F) to explore a 2+2 articulation agreement with its College of Agriculture, Food, and Life Sciences. UA-F is currently examining its curriculum to determine what changes are necessary to ensure a relatively seamless transition by its students into the OSU-CVHS veterinary program.

The interim proposal has allowed up to 30 second, third and fourth year transfer students (10 per curriculum year) to be admitted into the doctor of veterinary medicine program and the OSU-CVHS has not requested additional state funding to support the interim proposal. Revenue from the additional nonresident students funds faculty, administration and updates to facilities. As required by policy, qualified Oklahoma residents have been given priority over nonresident students. The interim proposal will be phased out once an articulation agreement with the UA-F is finalized or when it is determined an articulation agreement is no longer feasible.

A report on the UA-F articulation agreement will be required of OSU-CVHS in Fall 2015 in a format outlined by State Regents' staff. The report will also include detailed information regarding the status of the UA-F's examination of OSU-CVHS's curriculum.

Meeting of the  
**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
 January 29, 2015

**AGENDA ITEM #19-b (2):**

**Annual Reports.**

**SUBJECT:** Report of the University of Oklahoma holistic admission process.

**RECOMMENDATION:**

**This item is for information only.**

**BACKGROUND:**

In June 2012 the State Regents approved the revised University of Oklahoma (OU) admissions process for first-time entering freshman. The new holistic admissions process applies only to United States high school graduates. International students are admitted based on the academic quality of their work that includes a similar performance-based process. Students for whom English is a second language are required to present evidence of proficiency in the English language prior to admission, either as first-time freshman or by transfer from another non-system college or university through the methods outlined in policy.

OU's holistic admissions process was effective in the Fall 2013 semester for out-of-state high school graduates; however, to allow time to communicate the proposed changes to Oklahoma constituents, the effective date for Oklahoma high school graduates is Fall 2016 (students entering high school in Fall 2012). It is important to note that OU will require some Oklahoma high school graduates to participate in the Sooner Success Program, effective in Fall 2013, if they meet current performance admissions standards. Although OU reviews in- and out-of-state applicants through a holistic process, OU continues to admit in-state students who meet the following automatic admission standards:

	<b><u>Option 1</u></b> <b>Minimum ACT/ SAT</b>	<b><u>Option 2</u></b> <b>Minimum GPA and Class Rank</b>
<b>University of Oklahoma</b>	Resident: 24/1090 <b><u>AND</u></b> 3.0 GPA or top 50%	Resident: 3.0 GPA <b><u>AND</u></b> top 25%

From its review and analysis of data, OU considered Option 3 not a viable predictor of student success; therefore, effective Fall 2013, OU eliminated use of Option 3 (see below).

	<b><u>Option 3</u></b> <b>Minimum GPA in the 15-Unit Core</b>
<b>University of Oklahoma</b>	Resident: 3.0 GPA <b><u>AND</u></b> ACT 22 or SAT 1020

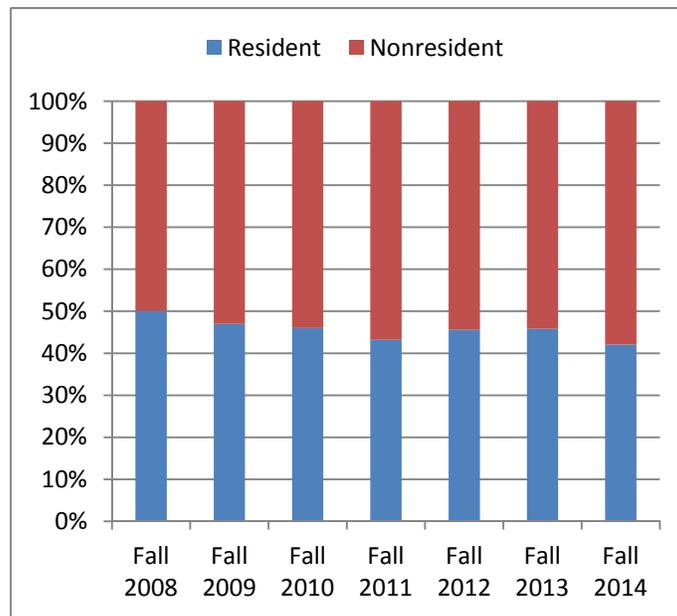
**POLICY ISSUES:**

The changes to OU’s admissions process are consistent with State Regents' Institutional Admission and Retention policy that establishes admission requirements and principles for institutions.

**ANALYSIS:**

OU is in its early stages of evaluating the outcomes associated with its holistic admissions process and the initial findings appear favorable. OU’s first cohort of students admitted through the holistic process has now progressed to sophomore level.

The following graph below represents the admitted first-time entering students by residency classification.



	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Resident	4,006	3,920	3,909	4,051	4,204	4,049	3,876
Nonresident	3,991	4,420	4,589	5,327	5,016	4,792	5,340
Total	7,997	8,340	8,498	9,378	9,220	8,841	9,216

During its first year of holistic admission, OU admitted and enrolled the third most Oklahoma residents in recent history. In Fall 2014 OU experienced a slight decline in numbers enrolled and a decline in the percentage of Oklahoma residents, which is partially due to the largest admitted non-resident class in history. OU reports the number of 2013-2014 high school seniors who graduated in Oklahoma was the lowest number of Oklahoma residents compared to previous years, which was a factor that contributed to the decrease in in-state students admitted to OU for Fall 2014.

Additionally, OU’s transition to the Common Application created challenges and complications for applicants which OU contends adversely affected and contributed to the decrease in in-state students admitted to OU. Moreover, although OU admitted qualified in-state high school graduates who meet the

automatic admission standards (Options 1 and 2), these students were admitted with the condition they would participate in OU's Sooner Success Program, which is an academic coaching program for students who demonstrate the need for additional support services. However, for the Fall 2013 and 2014 semesters, an average 192 in-state students did not accept this condition; therefore, were not admitted, which contributed to the decrease in the number of in-state students.

Because of its recent implementation, an analysis of the effect of OU's holistic admissions process is inconclusive at this time. However, OU's preliminary analysis of its retention data for the first cohort admitted through the holistic process appears to be positive. OU predicts an 85.1 percent fall-to-fall retention rate, which is one of the highest in OU history and the best since 2010. Additionally, of the students in the first cohort who were admitted through the holistic process, 7.8 percent (approximately 586) ended the 2013-2014 academic year with less than a 2.0 GPA. It is expected that future progress reports will provide a more comprehensive analysis of data to determine the effect of the overall student profile.



**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
655 Research Parkway, Oklahoma City

**MINUTES**

**Seven Hundred Sixty-Second Meeting**



December 4, 2014



OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION  
655 Research Parkway, Oklahoma City, Oklahoma

Minutes of the Seven Hundred Sixty-Second Meeting  
December 4, 2014

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**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**  
Research Park, Oklahoma City

**Minutes of the Seven Hundred Sixty-Second Meeting  
of the  
Oklahoma State Regents for Higher Education  
December 4, 2014**

- 1. ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Oklahoma State Regents for Higher Education held their regular meeting at 9:00 a.m. on Thursday, December 4, 2014, in the State Regents' Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting had been filed with the Secretary of State on December 11, 2013. A copy of the agenda for the meeting had been posted in accordance with the Open Meeting Act.
- 2. CALL TO ORDER.** Regent Turpen called the meeting to order and presided. Present for the meeting were State Regents Toney Stricklin, Jody Parker, Ann Holloway, Ike Glass, Mike Turpen and John Massey. Regent Jay Helm joined at 9:40 a.m.
- 3. MINUTES OF THE PREVIOUS MEETINGS.** Regent Massey made a motion, seconded by Regent Stricklin, to approve the minutes of the State Regents' Committee-of-the-Whole meeting on October 15, 2014 and the minutes of the State Regents' regular meetings on October 16, 2014 and November 6, 2014. Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.
- 4. REPORT OF THE CHAIRMAN.** Chairman Turpen stated that he enjoyed the institutional presentations of their Complete College America (CCA) plans at the December 3, 2014 Committee-of-the-Whole meeting. He stated that he was impressed with the new ideas institutions have in terms of meeting their CCA goals and increasing degree completion.
- 5. REPORT OF THE CHANCELLOR.** Chancellor Glen Johnson distributed a recent article from *The Oklahoman* written by Kathryn McNutt focusing on the institutional CCA

presentations. He also provided Regents with a summary of engagements that he attended on behalf of the State Regents. Chancellor Johnson stated that the Oklahoma State Regents for Higher Education have conducted several conferences and meetings this fall:

- Regents Education Program – September 25, 2014;
- Legal Issues in Higher Education Conference – September 30, 2014;
- Governor’s STEM Summit – October 7, 2014;
- Campus Safety and Security Summit – October 29, 2014;
- Fall Legislative Forum – November 19, 2014; and
- Several upcoming legislative tours scheduled for November and December.

**6. FACULTY ADVISORY COUNCIL.**

- a. Regents received the 2014 Annual Faculty Advisory Report. Issues within the 2014 Faculty Advisory Council (FAC) work plan included faculty workload impact on academic efficiency, improving retention and improving the success of transfer students. Regent Massey made a motion, seconded by Regent Stricklin, to approve the 2014 Annual Faculty Advisory Report. Voting for the motion were Regents Holloway, Glass, Turpen, Massey, Stricklin and Parker. Voting against the motion were none.
- b. Regents recognized FAC members who completed their terms of service. Regents also recognized newly elected FAC members, who are elected by the Faculty Assembly to represent faculty from both independent and State System institutions.

**7. OKLAHOMA CAMPUS COMPACT.**

- a. Regents recognized the winners of the Oklahoma Campus Compact Annual Voter Registration Contest. The 2014 contest winners were Eastern Oklahoma State College and runner up Carl Albert State College for the red category, East Central University and runner up Northern Oklahoma College for the white category, and the University of Central Oklahoma and runner up Oklahoma State University for the blue category. Dr.

Debbie Blanke, Associate Vice Chancellor for Academic Affairs, stated that a new category was added this year for institutions who registered the most out-of-state students. The University of Oklahoma won for registering the most and Eastern Oklahoma State College won the award for registering the highest proportion of out-of-state students. Dr. Blanke also stated that 21 institutions participated in the contest resulting in a total of 3,312 students registered. Representatives from all institutions were in attendance to receive their award.

b. Regents recognized the winners of the Oklahoma Campus Compact State Awards. Dr. Blanke stated that the award recipients were in attendance to receive their award:

- Dr. Aliya Chaudry, from Langston University, received the Community Engagement Professional of the Year award;
- Dr. Michele Eodice, from the University of Oklahoma, received the Excellence in Community-Based Teaching and Scholarship award; and
- The University of Central Oklahoma and the Regional Food Bank of Oklahoma received the Outstanding Community and Campus Collaboration award.

**8. PROGRAM DELETIONS.** Regent Helm made a motion, seconded by Regent Holloway, to approve the following requests for program deletions:

- Eastern Oklahoma State College requested to delete the Associate in Applied Science in Business Services.
- Tulsa Community College requested to delete the Associate in Applied Science in Civil Engineering/Surveying Technology (099), the Associate in Applied Science in Quality Control Technology (068), the Associate in Applied Science in Computer Programming-Transaction Processing Facility (271), the Associate in Applied Science in Drafting/Engineering Technology (029), the Certificate in Healthcare Business Operations

(269), the Certificate in Geriatric Technician (245) and the Certificate in Computer Programming-Transaction Processing Facility (272).

Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, Helm, Parker and Holloway. Voting against the motion were none.

**9. POLICY.**

- a. Regents reviewed revisions to the *Teacher Education* and *Teacher Professional Development Residency Program* policies. These items were for posting only and did not require State Regents' action.
- b. Regents reviewed revisions to the *Credit for Extracurricular Learning* policy. This item was for posting only and did not require State Regents' action.
- c. Regents reviewed revisions to the *Cooperative Alliances Between Higher Education Institutions and Technology Centers* policy. This item was for posting only and did not require State Regents' action.

**10. SUMMER ACADEMIES.** Regent Helm made a motion, seconded by Regent Parker, to approve the 2015 Summer Academy Grants in the amount of \$561,060. Voting for the motion were Regents Turpen, Massey, Stricklin, Helm, Parker, Holloway and Glass. Voting against the motion were none.

**11. TEACHER EDUCATION.**

- a. Regent Helm made a motion, seconded by Regent Holloway, to approve the Teacher Shortage Employment Incentive Program benefit of \$17,868 for each teacher eligible by 2015. Voting for the motion were Regents Massey, Stricklin, Helm, Parker, Holloway, Glass and Turpen. Voting against the motion were none.
- b. Regent Helm made a motion, seconded by Regent Glass, to accept 2015 grant funds in the amount of \$693,713 from the Elementary and Secondary Education Act, Improving Teacher Quality, Title II, Part A allocation of state grant program funds from the United

States Department of Education. Voting for the motion were Regents Stricklin, Helm, Parker, Holloway, Glass, Turpen and Massey. Voting against the motion were none.

**12. E&G BUDGET.** Regent Stricklin made a motion, seconded by Regent Massey, to approve the allocation of \$1,469,150 to the Oklahoma State University Center for Health Sciences and the University of Oklahoma Health Sciences Center from revenue collected from the taxes places on the sale of cigarettes and tobacco products. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.

**13. EXPERIMENTAL PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCoR).**

a. Regent Stricklin made a motion, seconded by Regent Glass, to approve an allocation in the amount of \$30,000 to Northeastern State University for the annual Regional University Research Day. Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Massey, Stricklin and Helm. Voting against the motion were none.

b. Regent Stricklin made a motion, seconded by Regent Glass, to approve EPSCoR matching funds in the amount of \$50,000 to the University of Oklahoma for NASA EPSCoR projects Voting for the motion were Regents Holloway, Glass, Turpen, Massey, Stricklin, Helm and Parker. Voting against the motion were none.

c. Regent Stricklin made a motion, seconded by Regent Glass, to ratify the payment of the annual EPSCoR/IDeA Coalition dues in the amount of \$32,500 for the 2015 calendar year. Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, Helm, Parker and Holloway. Voting against the motion were none.

d. Regent Stricklin made a motion, seconded by Regent Glass to approve the appointment of the following individuals to the EPSCoR Advisory Committee to serve until December 2016:

- Sheryl Tucker, Oklahoma State University;

- Michael Udvardi, The Noble Foundation; and
- James Sorem, The University of Tulsa.

Voting for the motion were Regents Turpen, Massey, Stricklin, Helm, Parker, Holloway and Glass. Voting against the motion were none.

**14. CONTRACTS AND PURCHASES.** Regent Stricklin made a motion, seconded by Regent Massey, to approve the following purchases for amounts in excess of \$100,000:

- Copper River Information Technology in the amount of \$420,000 for an upgrade of the 100 Gigabit Ethernet service from the existing spur configuration to ring configuration.

Voting for the motion were Regents Massey, Stricklin, Helm, Parker, Holloway, Glass and Turpen. Voting against the motion were none.

**15. INVESTMENT.** Regent Parker made a motion, seconded by Regent Massey, to accept the approval of a new investment manager and allocation of funds for the endowment trust fund.

Voting for the motion were Regents Stricklin, Helm, Parker, Holloway, Glass, Turpen and Massey. Voting against the motion were none.

**16. DEGREES CONFERRED.** Regent Parker made a motion, seconded by Regent Massey, to accept the Annual Report on Degrees Conferred in Oklahoma Higher Education. Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development, stated that during the 2013-2014 academic year, a total of 35,551 certificates and degrees were conferred. Additionally, degrees in Science, Technology, Engineering and Math, increased by 28 percent over the last five years. Voting for the motion were Regents Helm, Parker, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.

**17. COMMENDATIONS.** Regent Massey made a motion, seconded by Regent Stricklin, to recognize State Regents' staff for their service and recognitions on state and national projects.

Voting for the motion were Regents Parker, Holloway, Glass, Turpen, Massey, Stricklin and Helm. Voting against the motion were none.

**18. EXECUTIVE SESSION.** Mr. Robert Anthony, General Counsel for the Oklahoma State Regents for Higher Education, advised Regents that there was not a need to go into executive session.

**19. CONSENT DOCKET.** Regent Massey made a motion, seconded by Regent Parker, to approve the following consent docket items.

a. Programs.

(1) Program Modifications. Approval of institutional requests.

(2) Program Suspension. Approval of institutional requests.

b. Electronic Delivery. Approval of requests to offer existing degree programs via online delivery for East Central University

c. Post Audit.

(1) Approval of institutional requests for final approval and review schedule extensions for existing programs.

(2) Approval of institutional requests for final approval and review schedule extensions for Enterprise Development.

d. Academic Scholars Program. Authorization of freshmen Institutional Nominee scholarship slots for fall 2015.

e. Regional University Baccalaureate Scholarships. Authorization of freshmen scholarship slots for fall 2015.

f. Agency Operations.

(1) Ratification of purchases over \$25,000.

(2) Audit. Ratification of the Audit Report for the fiscal year ending June 30, 2014 and submission to OMES.

- g. Non-Academic Degrees. Ratification of a request from Oklahoma State University to award two honorary degrees and two posthumous degrees.

Voting for the motion were Regents Holloway, Glass, Turpen, Massey, Stricklin, Helm and Parker. Voting against the motion were none. Voting against the motion were none.

**20. REPORTS.** Regent Massey made a motion, seconded by Regent Helm, to approve the following reports:

- a. Programs. Status report on program requests. (Supplement) Page 143.
- b. Annual Reports.
  - (1) 2013-2014 Accreditation Report.
  - (2) 2013-2014 Academic Scholars Year End Report.
  - (3) 2013-2014 Oklahoma Tuition Aid Grant Year End Report.
  - (4) 2013-2014 Oklahoma Tuition Equalization Grant Year End Report.
  - (5) 2013-2014 Regional University Baccalaureate Scholarships Year End Report.
  - (6) Policy Exception Quarterly Report.
  - (7) FY15 Tuition Impact and Analysis Annual Report.
  - (8) FY2014 Financial Operations Report, June 30, 2014.
  - (9) Policy Reporting Requirements Survey.
  - (10) Preparing for College Mass Mailing.

Voting for the motion were Regents Glass, Turpen, Massey, Stricklin, Helm, Parker and Holloway. Voting against the motion were none. Voting against the motion were none.

**21. REPORT OF THE COMMITTEES.**

- a. Academic Affairs and Social Justice and Student Services Committees. The Academic Affairs and Social Justice and Student Services Committees had no additional items for Regents' action.

- b. Budget and Audit Committee. The Budget and Audit Committee had no additional items for Regents' action.
- c. Strategic Planning and Personnel and Technology Committee. The Strategic Planning and Personnel and Technology Committee had no additional items for Regents' action.
- d. Investment Committee. The Investment Committee had no additional items for Regents' action.

**22. ANNOUNCEMENT OF NEXT REGULAR MEETING.** Regent Turpen announced that the next regular meetings are scheduled to be held on Wednesday, January 28, 2015 at 10:30 a.m. and Thursday, January 29, 2015 at 9 a.m. at the State Regents Office in Oklahoma City.

**23. ADJOURNMENT.** With no additional items to address, the meeting was adjourned.

ATTEST:

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Michael C. Turpen, Chairman

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Toney Stricklin, Secretary

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION**

Research Park, Oklahoma City

**MINUTES OF THE  
COMMITTEE-OF-THE-WHOLE  
Wednesday, December 3, 2014**

1. **ANNOUNCEMENT OF FILING OF MEETING NOTICE AND POSTING OF THE AGENDA IN ACCORDANCE WITH THE OPEN MEETING ACT.** The Committee-of-the-Whole met at 10:30 a.m. on Wednesday, December 3, 2014, in the Regents Conference Room at the State Regents' offices in Oklahoma City, Oklahoma. Notice of the meeting was filed with the Secretary of State on December 11, 2013. A copy of the agenda had been posted as required by the Open Meeting Act.
2. **CALL TO ORDER.** Participating in the meeting were Regents Toney Stricklin, Ron White, Jay Helm, Jody Parker, Ann Holloway, Ike Glass, Mike Turpen and John Massey. Regent Turpen called the meeting to order and presided.
3. **EXECUTIVE SESSION.** Regent Holloway made a motion, seconded by Regent Parker, to go into executive session for discussion of the performance review of the Chancellor and confidential communications between a public body and its attorneys concerning pending investigations, claims, or actions. Voting for the motion were Regents White, Helm, Parker, Holloway, Glass, Turpen, Massey and Stricklin. Voting against the motion were none.

Following executive session discussions, Regents returned to open session.

4. **MERCER-HAMMOND.** Ms. Beth Johnson and Mr. Dick Anderson from Mercer-Hammond were present to facilitate a discussion regarding the Oklahoma State Regents for Higher Education's (OSRHE) current investments.

The Regents asked several questions mostly related to the decrease in the hedge fund investments and Ms. Johnson and Mr. Anderson made a recommendation to invest \$10 million in a new investment manager, American Securities Partners VII.

5. **COMPLETE COLLEGE AMERICA.** Chancellor Glen Johnson stated that all institutions have been asked to give a brief presentation on their 2014-2015 Institutional Degree Completion plans at the spring 2015 Committee-of-the-Whole meetings. The institutions presenting at the December meeting were: the University of Oklahoma, Oklahoma City Community College, Carl Albert State College, Redlands Community College and the University of Central Oklahoma.
  - a. The University of Oklahoma (OU). Dr. Kyle Harper, Interim Senior Vice President and Provost, gave a brief presentation on OU's degree completion plans. Dr. Harper started by stating that there has been a steady increase in enrollment at OU over the past several years and one of their priorities is to increase the first year freshman retention rate. Regent Turpen asked how OU is improving in that area and Dr. Harper stated that they are trying to understand why freshman withdrawal or drop out and what are their social and academic risk factors. OU also created a graduate office with graduate coaches assigned to each student as well as helping students financially before a student leaves the university due to finances. OU has also founded a partnership with Redlands Community College for student remediation and a reverse transfer agreement with Rose State College and Oklahoma City Community College.

- b. Oklahoma City Community College (OCCC). President Paul Sechrist gave a brief presentation on OCCC's Complete College America (CCA) initiatives. President Sechrist stated that OCCC has completely renovated their math program, creating a wraparound support system for students, opening new math labs and offering child care for students. He also stated that OCCC has three major goals: 1) increase certificate graduates by 50 percent, 2) close the academic achievement gap in ethnic groups, and 3) double the annual scholarship giving amount.
  - c. Carl Albert State College (CASC). President Garry Ivey gave a brief presentation on CASC's CCA initiatives. President Ivey stated that CASC serves high schools from 5-6 different counties in southeastern Oklahoma. CASC has an enrollment management office, a full-time director, assistants and recruiters that work with students to help them complete their degree. Approximately 65-70 percent of entering freshmen have a least one remedial deficiency. CASC also has a summer bridge program, an 8-week short term program and success pathways for adult learners to aid in degree completion.
  - d. Redlands Community College (RCC). President Jack Bryant gave a brief presentation on RCC's CCA initiatives. President Bryant stated that there are 2,654 students enrolled for fall 2014 and there are 732 first time freshman. RCC has a developmental math program in association with OU and they also have a testing, tutoring and writing center to assist students. RCC has 33 endowed scholarships worth \$7.9 million and partnerships with El Reno Public Schools, Canadian Valley Technology Center and the City of El Reno in support of degree completion.
  - e. University of Central Oklahoma (UCO). President Don Betz gave a brief presentation on UCO's CCA initiatives. President Betz started by stating that UCO is a metropolitan university and has met all of their CCA degree completion goals. UCO is also a member of the Central Oklahoma Regional Education Network (CORE) with Oklahoma City Public Schools and OCCC. CORE is a data sharing partnership to promote student success and minimize remediation. President Betz also stated that UCO's concurrent enrollment continues to increase and UCO has received several GEAR UP grants to assist with degree completion.
6. **COMPLETE COLLEGE AMERICA.** Mr. Tony Hutchison, Vice Chancellor for Strategic Planning and Analysis and Workforce and Economic Development, and President Emeritus Tom McKeon gave a brief update on the CCA Annual Convening of the Alliance of States. Mr. Hutchison stated that it was a two-day meeting with Ms. Hollye Hunt, Associate Vice Chancellor for Governmental Relations, President Emeritus Tom McKeon, Senator John Ford and Senator Clark Jolley attending the meeting as well. Mr. Hutchison stated that the meeting went well and a few of the key points from the meeting is that more remediation reform is needed on a system wide level and that data is key to this initiative.

Ms. Hunt stated that Senator Jolley enjoyed the conference and the information presented.

President Emeritus McKeon stated that Oklahoma is doing well in CCA and has come far in the first five years of the initiative. Oklahoma stands out in performance funding, the Reach Higher program and a real focus on remediation. However, there are some areas of improvement including closing the attainment gap for underrepresented populations, utilizing meta-majors for those students who have no clear pathway, and perhaps allowing students to only take math courses relevant to their major. President McKeon finished by stating that it is time for Oklahoma to revisit their CCA plan and jumpstart where we are in the process.

7. **STUDENT DEBT.** Ms. Mary Heid, Executive Director of the Oklahoma College Assistance Program, gave a brief update on student debt. Ms. Heid stated that Oklahoma is the fifth lowest state in the nation in regard to student debt and that the three-year cohort state rate has dropped from 18.4 in 2010 to 15.7 in 2011. Additionally, she stated that the largest group of student loan defaulters is those who have a certificate or no degree at all.
8. **BUDGET REPORT AND REVENUE UPDATE.** Ms. Amanda Paliotta, Vice Chancellor for Budget and Finance, Information Technology, Telecommunications, and OneNet stated that OSRHE staff are currently preparing for the December 18, 2014 meeting of the Oklahoma Board of Equalization. At that meeting, the Oklahoma Tax Commission will have prepared an updated revenue projection for the remaining fiscal year and there is some speculation on how gross production and oil prices will impact the current fiscal year and next year.
9. **LEGISLATIVE UPDATE.**
  - a. Review of the Legislative Forum. Ms. Hunt stated the Fall Legislative Forum was held on November 19, 2014 and was well attended. Attorney General Scott Pruitt gave a brief presentation and there were several other presentations and panel speakers.
  - b. Update on 2014 Election. Ms. Hunt also gave a brief update on the Democratic and Republican count in the Oklahoma Legislature following the November elections. She also stated that she would be meeting with new members in the coming weeks before the start of the legislative session.
  - c. Update on Interim Study on Earmarks (Oklahoma's Promise). Ms. Hunt stated that the Interim Study on Earmarks was held on November 12, 2014 and there was some conversation regarding off-the-top funding for Oklahoma's Promise. Ms. Hunt stated that one interesting note from the meeting is that the Oklahoma's Promise program is not one of the top ten agencies receiving the most earmarks and OSRHE was not asked to speak at the study.
  - d. House and Senate Committee Assignments. Ms. Hunt stated that the House and Senate Committee assignments should be released in the next few weeks.
10. **TASKFORCE REPORTS.**
  - a. **Online Education Task Force.** Dr. Blake Sonobe gave a brief update on the work of the State Regents Online Education Task Force. Dr. Sonobe stated that at the next meeting, Mr. Ken Parker, Chief Executive Officer of NextThought, will give a presentation regarding Oklahoma's next steps in digital education.
  - b. **State Regents Campus Safety and Security Task Force.** Ms. Angela Caddell, Associate Vice Chancellor for Communications, gave a brief update on the work of the State Regents Campus Safety and Security Task Force.

Ms. Caddell stated that the task force recently hosted the statewide Campus Safety and Security Summit on October 29, 2014 at the Reed Conference Center in Midwest City. There were over 300 attendees, with several national speakers and an active shooter exercise. Ms. Caddell stated that the conference was well received.
11. **"BEST OF HIGHER EDUCATION" REPORT.** Regents received the December 2014 update on institutional activities.

**12. UPCOMING EVENTS.** Chancellor Johnson discussed several upcoming events this fall:

- a. December 12, 2014— Legislative Tour Event — 11:30 a.m. at OSU-OKC in Oklahoma City, Oklahoma.
- b. December 15, 2014 — Legislative Tour Event — 11:00 a.m. at Redlands Community College in El Reno, Oklahoma.
- c. December 16, 2014 — Legislative Tour Event — 11:00 a.m. at Southwestern Oklahoma State University in Weatherford, Oklahoma.
- d. December 19, 2014 — Staff Holiday Party — 11:30 a.m. in the PHF Conference Center in Oklahoma City.
- e. January 9, 2015 — Legislative Tour Event — 11:30 a.m. at Northern Oklahoma College in Tonkawa, Oklahoma.
- f. January 12, 2015 — Legislative Tour Event — 11:30 a.m. at Tulsa Community College in Tulsa, Oklahoma.
- g. January 20, 2015— Legislative Tour Event — 11:30 a.m. at Northeastern State University in Muskogee, Oklahoma.
- h. January 21, 2015— Legislative Tour Event—11:30 a.m. for Southeastern Oklahoma at Pete’s Place in Krebs.
- i. January 28, 2015— State Regents Committee-of-the-Whole Meeting— 10:30 a.m. in the State Regents Conference Room in Oklahoma City, Oklahoma.
- j. January 29, 2015— State Regents Regular Meeting —9:00 a.m. in the State Regents Conference Room in Oklahoma City, Oklahoma.
- k. January 29, 2015— Online Education Task Force — 11:30 a.m. in the State Regents Conference Room in Oklahoma City, Oklahoma.

**13. ADJOURNMENT.** With no other items to discuss, the meeting was adjourned.

ATTEST:

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Michael C. Turpen, Chairman

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Toney Stricklin, Secretary