



OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

Academic Affairs
Procedures Handbook

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**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

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Introduction

This handbook is designed to be used in conjunction with the official State Regents' Chapter 3 Academic Affairs Policy Manual, state policies and regulations, and state laws. It should be noted that the section numbering within the manual is not in sequential order because procedure sections are derived from the official State Regents' Policy Manual, Chapter 3 Policy. Additional information can be found in Chapter 3 using the reference numbers in the handbook. Chapter 3 can be found online at <http://okhighered.org/policy-proced/index.shtml>.

This document will be reviewed and revised annually by the State Regents' Council on Instruction.

Definitions

Academic Forgiveness: Ways for students to recover from academic problems without forever jeopardizing academic standing. For purposes of this policy, repeating courses, reprieving semesters, and renewing all course work prior to a certain date are considered academic forgiveness provisions.

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

Academic Overload: A number of semester-credit-hours which is 25 percent or more than the number of weeks in the applicable academic term.

Academic Probation: Placed on any student whose retention GPA falls below those designated in this policy for a given semester is on academic probation.

Academic Suspension: Placed on any student who was on academic probation the previous semester and who fails to raise the GPA to the required retention level or to achieve a 2.0 GPA the next semester in regularly-graded course work, not to include activity or performance courses. The student will be suspended from the institution.

Academic Term: The time duration of a course schedule, generally a Fall or Spring semester consisting of 16 weeks, a summer session consisting of four or eight weeks, or an intersession consisting of the weeks between a semester and/or session.

Accreditation: Is the status of public recognition that a national or regional accrediting agency, which is recognized by the United States Department of Education, grants to an educational institution that meets the agency's standards and requirements.

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.

Assessment of Student Satisfaction and Engagement: Measures of perceptions of student and alumni engagement and satisfaction with campus programs and services.

Associate Degree: Typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours). The State Regents recognize three types of associate degrees—the Associate in Arts, Associate in Science, and Associate in Applied Science.

Associate in Applied Science (AAS) Degree: Typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours) that emphasizes an occupational specialty and is designed to lead the individual directly to employment.

Associate in Arts and Associate in Science Degrees: Typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours).

Baccalaureate Degree (also referred to as a bachelor's degree): Typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours). The State Regents recognize three types of baccalaureate degrees—the Bachelor of Arts, Bachelor of Science, and Bachelor of (Specialty).

Blended Course: a course in which at least 50 percent, but less than 75 percent, of the instruction occurs via distance education and the remaining portion occurs on-site.

Council of Regional Accrediting Commissions Guidelines: the Interregional Guidelines for the Evaluation of Distance Education Programs for best practices in postsecondary distance education developed by learning practitioners of distance education.

Comprehensive Evaluation: Process of evaluation for both initial and renewal of State Regents' accreditation that determines whether an institution meets the standards of educational quality detailed in this policy. The programs and operations of the institution are examined through the self-study and peer review process.

Concurrent Enrollment: Eligible high school juniors and seniors who enroll in college courses and earn dual credit.

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 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.

Coordination: Accredited private in- and out-of-state institutions may become coordinated with the State System by submitting a request to the Chancellor. The request will include written verification and a description of its accreditation status including authorization to offer courses and programs in other states. Requirements can be found in the *Institutional Accreditation* policy.

Course of Study: A sequentially organized series of educational experiences designed to culminate in the awarding of an academic degree or certificate.

Cumulative Grade Point Average (CGPA): The average of a student's earned grades calculated by point values assigned to letter grades that include 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.

Curricular Deficiencies: High school curricular requirements required for college admission that have not been met by the student in high school.

Curricular Requirements: The 15 units of high school course work required for college admission to public colleges and universities in the State System.

Degree: An academic credential conferred by a college or university as official recognition for the successful completion of an instructional program.

Degree-Granting Institution: An institution that offers education leading to an associate's degree or higher.

Dependent Person: One who is under the care, custody, and support of a parent or legal guardian.

Developmental Education: Courses or academic services that do not carry college credit and are designed to raise students' competency in the subject area to the collegiate level.

Diploma: A formal document issued by an institution that certifies a student has successfully completed an instructional program.

Distance Education: Includes courses and programs offered through videotape, CD ROM, telecourses, web-based (online), Interactive Television, or other digital methodologies. Courses and programs offered at higher education centers, branch campuses, or constituent agencies are not considered traditional off-campus or distance education offerings. Branch campuses and constituent agencies may offer courses or programs as indicated in the State Regents' *Functions of Public Institutions* policy.

Drop Period: In general, the first one-eighth of an academic term.

Elective Courses: Those courses that fulfill the additional three high school units to meet the total of 15 required by the State Regents for college admission.

Embedded Certificate: A postsecondary credential comprised of a course of study in which the curriculum required is a subset of a single existing undergraduate or graduate degree and is designed to provide specific skills and knowledge that can be readily transferred to the workforce.

English as a Second Language (ESL): Designation for students, programs and courses of non-native speakers of English.

Entity: Refers to an organization that has an identity and operation of independent, separate and distinct from the institution.

Entry Level Assessment and Placement: An evaluation conducted prior to enrollment that assists institutional faculty and counselors in making decisions that give students the best possible chance of success in attaining academic goals.

Fall Semester: An academic term that begins mid to late August or early September and ends in December.

First-Time-Entering Student: A student with six or fewer attempted credit hours, excluding remedial/developmental (zero-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

Foreign National: One who is not a legal U.S. citizen.

Full-Time Professional Practitioner or Worker: One who has come to Oklahoma to practice a profession on a full-time basis, conduct a business full-time, or work on a full-time basis.

Full-Time Student: One enrolled in a minimum of 12 credit hours per semester in an academic year or a minimum of six credit hours in a summer session. A full-time graduate student is one enrolled in a minimum of nine credit hours per semester in an academic year or a minimum of four credit hours in a summer session.

Functions: The allocation of responsibilities which commits an institution or agency over a broad sphere of activity for a considerable length of time. Functions encompass such objects as (1) the level at which an institution shall operate, (2) the broad kinds of educational programs to be undertaken, (3) the geographic area for which the institution is to be responsible, and the extent to which it is to engage in (4) research, (5) public service, (6) extension activities, etc.

General Education Assessment: Measures of competencies as defined by the institution.

General Education Development Test (GED): Recognized high school diploma equivalency exam.

General Education: 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.

Good Academic Standing: Applies to any student who meets the retention requirements as set forth in the *Institutional Admission and Retention* policy.

GPA: Refer to Retention/Graduation Grade Point Average.

Graduate Student Assessment: Measures of student learning and evaluations of student satisfaction with instruction and services beyond the standard assessment requirements for admission to and graduation from a graduate program.

Graduate Teaching Assistant: An individual enrolled in post-baccalaureate studies that have been selected by the graduate department to teach courses in exchange for cash compensation and/or tuition remission.

Home of Record: The location where the military member enlisted, reenlisted, or was commissioned into the military.

Honorary Degree: Degree awarded upon an individual who has made outstanding contributions to society through intellectual, artistic, scientific, professional, or public service accomplishments.

Independent Person: One enjoying majority privileges (or is legally emancipated from the parental domicile) and who is responsible for his or her own care, custody, and support.

In-State: A classification for a postsecondary student who has lived continuously in Oklahoma for at least 12 months not primarily as a postsecondary student and has established domicile in Oklahoma or meets requirements associated with in-state status including sections 3.18.4, 3.18.7 and 3.18.9. Students classified upon admission as in-state are eligible to apply for state scholarship and financial aid programs.

Institutional Aid: Aid funded through institutional or private sources.

Intensive English Program (IEP): A program designed to provide English instruction for non-native speakers to adequately prepare them for collegiate level instruction in a short period of time.

International English Language Testing System (IELTS): The British Council's English language assessment primarily used by those seeking international education, professional recognition, bench-marking to international standards and global mobility.

Intersession: Academic terms shorter than a traditional semester or summer session, generally between semesters or between the summer session and Spring and Fall semesters.

Learning Site: A site designated by the State Regents with the function and responsibility of ensuring that higher education needs are met either through programs offered by the designated institution or importing courses from sister institutions. Designated learning sites include the 25 public colleges and universities, the Ardmore Higher Education Center, and the University Center in Ponca City.

Liberal Arts and Sciences Courses: 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.

Lower-Division Course Work: Courses generally taken in the freshman and sophomore year; numbered at the 1000 and 2000 level.

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.

National Accrediting Agency: Is an accrediting agency recognized by the Secretary of the USDE (Secretary) as a reliable authority as to the quality of higher education institutions under Code of Federal Regulations 34 CFR §602. The Secretary periodically publishes in the Federal Register a list of recognized accrediting agencies and the scope of each agency's recognition, e.g., the types of institutions the agency may accredit, the degrees and certificates awarded, the geographic area, and the preaccreditation status(es) that the Secretary has approved for recognition.

Oklahoma Tuition Equalization Grant Program: Is a need-based grant program that awards grants to Oklahoma residents enrolled as full-time undergraduates at qualified Oklahoma not-for-profit, private/independent institutions of higher education.

Out-of-State Public Institution: Any public institution with a physical presence in Oklahoma that is established, operated, and governed by another state or any of its political subdivisions.

Posthumous Degree: Nonacademic degree awarded to a deceased student who may not have completed the last semester of work.

Prior Learning: Is learning attained outside the sponsorship of legally authorized and accredited postsecondary institutions. The term applies to learning acquired from work and life experiences, independent reading and study, the mass media and participation in formal courses sponsored by associations, business, government, industry, the military and unions.

Private Institution: An educational institution with a physical presence in Oklahoma, which is controlled by a private individual(s) or by a nongovernmental agency, usually supported by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or non-profit. Consistent with 70 O.S. §4103, private institutions that participate in the Oklahoma Tuition Equalization Grant program are exempt from policy section 3.1.4.

Program Outcomes Assessment (or major field of study assessment): Measures of how well students are meeting institutionally stated program goals and objectives.

Program: A sequentially organized series of courses and other educational experiences designed to culminate in an academic degree or certificate. For purposes of this policy, instructional program, academic program, and course of study will be considered synonymous.

Regional Accrediting Agency: A nationally recognized accrediting agency whose geographic scope has been defined by the Secretary of the USDE to include at least three states that are contiguous or in close proximity to one another. Regional accreditation is a voluntary non-governmental organization that establishes criteria for educational quality in the geographic region. The Higher Learning Commission (HLC) accredits public and private/independent institutions in Oklahoma. The HLC evaluates institutions based on Eligibility

Requirements (ER) and the Criteria for Accreditation and accredits those institutions that meet these requirements.

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.

Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as ‘high school’): 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.) This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

Review Panel: A three-member panel appointed by the Chancellor if the institution objects to the evaluation team's recommendation of one of the following: denial, nonrenewal, or revocation of state authorization. The review panel examines the evaluation team’s report and rationale for the recommendations and makes a formal recommendation on the institution's status to the Chancellor for action by the State Regents.

Semester: The standard and traditional academic calendar unit which consists of a minimum of sixteen weeks, excluding enrollment, orientation, and scheduled breaks.

Specialty Accrediting Agency: An agency recognized by the U.S. Secretary of Education conducting accrediting activities to evaluate the quality of academic programs in specific programmatic areas.

Spring Semester: An academic term that begins in January and ends prior to the first of June.

Stand-alone Certificate: A postsecondary credential comprised of a course of study and is not identified as a subset of courses that are required for completion of a single existing undergraduate or graduate program.

Student Assessment: A multi-dimensional evaluative process that measures the overall educational impact of the college/university experience on students and provides information for making program improvements.

Summer Session: An academic term that begins about the last week in May or the first week in June and ends late July or early August.

Teaching English as a Second Language (TESL): An academic discipline for preparation of teachers who will teach English to non-native English speakers.

Technical-Occupational Program: Vocational education program offered by an institution of higher education with curricular patterns designed to focus on a specific career and lead to direct employment in that career field.

Test of English as a Foreign Language (TOEFL): The Educational Testing System’s exam that measures the ability of non-native speakers of English to use and understand North American English as it is spoken, written, and heard in college and university settings.

Traditional Off-Campus Courses and Programs: Those taught for credit at a location that is remote from the main campus of the State System college or university and is not considered part of the college or university’s physical plant.

Transcript: The official document issued by an institution with student information that is a complete and accurate reflection of a student's academic career. The transcript may also include the CGPA. At minimum, an official transcript must include essential elements as referenced by the American Association of Collegiate Registrars and Admission Officers Academic Record and Transcript Guide. Detailed information is available in the *Undergraduate Transfer and Articulation* section of this document.

Transfer Student: Any undergraduate student with greater than six attempted credit hours, excluding remedial/developmental (zero-level courses) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students.

Upper-Division Course Work: Courses generally taken in the junior and senior year; numbered at the 3000 and 4000 level.

Institution Acronyms

Unless otherwise noted, the following acronyms for State System institutions are used in this handbook:

CASC – Carl Albert State College

CSC – Connors State College

CU – Cameron University

ECU – East Central University

EOSC – Eastern Oklahoma State College

LU – Langston University

MSC – Murray State College

NEOAMC – Northeastern Oklahoma A&M College

NOC – Northern Oklahoma College

NSU – Northeastern State University

NWOSU – Northwestern Oklahoma State University

OCCC – Oklahoma City Community College

OPSU – Oklahoma Panhandle State University

OSU – Oklahoma State University

OSU-CHS – Oklahoma State University Center for Health Sciences

OSU-OKC – Oklahoma State University, Oklahoma City

OSUIT – Oklahoma State University Institute of Technology

OU – University of Oklahoma

OUHSC – University of Oklahoma Health Sciences Center

RCC – Redlands Community College

RSC – Rose State College

RSU – Rogers State University

SEOSU – Southeastern Oklahoma State University

SSC – Seminole State College

SWOSU – Southwestern Oklahoma State University

TCC – Tulsa Community College

UCO – University of Central Oklahoma

USAO – University of Science and Arts of Oklahoma

WOSC – Western Oklahoma State College

Reports

The following list reflects academic reports requested on a regular basis by the State Regents from institutions in the State System. State Regents' staff may also request additional reports not listed below.

Report	Due	Policy Reference
Academic Calendar	Annual (December)	<i>3.18 Academic Calendars</i>
Academic Plan	Annual (June)	<i>3.7 Academic Program Review</i>
Academic Program Reviews	5-year cycle	<i>3.7 Academic Program Review</i>
Admission Policy Impact Study	Biennial	<i>3.9 Institutional Admission and Retention</i>
Cooperative Agreement Survey	Biennial	<i>3.6 Contractual Arrangements Between Higher Education Institutions and Career Technology Centers</i>
English Language Proficiency	Annual	<i>3.24 Instructor's English Proficiency</i>
Intensive English Program Self-Study	Varies; Specified by State Regents' action	<i>3.5 Intensive English Program Approval and Review</i>
Low Productivity Report	Annual (April)	<i>3.4 Academic Program Approval</i>
Policy Reporting Requirements Survey	Annual	<i>3.11 Grading; 3.9 Institutional Admission and Retention; 3.19 Remediation and Removal of High School Curricular Deficiencies; and 3.17 In-State/Out-of-State Status of Enrolled Students</i>
Post Audit Report	Varies; Specified by State Regents' action	<i>3.4 Academic Program Approval</i>
Student Assessment Report	Annual	<i>3.19 Student Assessment and Remediation</i>
Concurrent Enrollment	Annual	<i>3.10 Concurrent Enrollment</i>
Teacher Education Admission Study	Annual	<i>3.21 Teacher Education</i>

Most State Regents' studies and reports can be found online at <http://www.okhighered.org/studies-reports/>.

Policy Exceptions

State Regents' academic policies are designed to provide uniform guidelines for State System institutions in a variety of areas. Unless otherwise noted in policy, institutions are expected to adhere to all policies. In some cases, however, State Regents' standards are considered minimum and institutions may request higher standards. Examples include higher minimum degree requirements and higher minimum admission standards.

To request higher standards, institutions must submit a request in writing from the president to the Chancellor for State Regents' consideration. The request will be placed on the State Regents' agenda and institutions will be notified in writing from the Chancellor of the State Regents' decision.

There are instances where individual institution or student exceptions are warranted. The State Regents have delegated to the Chancellor the authority to approve policy exceptions that do not result in a broad scale circumvention of policy. To request a policy exception, institutions must submit a request in writing from the president to the Chancellor, including any necessary supporting documentation. Institutions will be notified in writing once a decision has been made.

Council on Instruction

The Council on Instruction (COI) considers academic and related issues affecting Oklahoma higher education, proposes academic and related policy and procedures, reviews and revises this handbook, and serves as the principal statewide advisory council rendering advice and counsel to the Chancellor in the review of current and recommended academic and related policy and procedures. In performing these responsibilities, the COI renders service to the whole State System, including communicating with various bodies such as the Council of Presidents.

The COI membership includes the chief academic officer (as designated by the president of the institution) of each of the 25 institutions in the State System.

3.1 Institutional Accreditation and State Authorization

Purpose of Policy

3.1.1 Basis of Authorization

The Oklahoma Higher Education Code, enacted by the Oklahoma Legislature, states:

- A. Any persons, group, or other entity, establishing a private educational institution shall do so only as a corporation organized or domesticated under the laws of Oklahoma (70 O.S, §4101).
- B. All private and out-of-state public degree-granting institutions shall be accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education (USDE) as a reliable authority as to the quality of education or training offered by institutions of higher education for the purposes of the Higher Education Act of 1965, as amended. Additionally, for the purposes of consumer protection and to maintain financial eligibility for Title IV funding as described in 34 CFR Part 600, institutions shall be authorized according to the policies and procedures established by the Oklahoma State Regents for Higher Education. These policies and procedures shall be limited to a complaint process provision, standards for operation, stipulations for a written enrollment agreement between the institution and the student, and reporting requirements. The following institutions shall be exempt from this section (70 O.S, §4103):
 - 1. Private institutions participating in the Oklahoma Tuition Equalization Grant program; and
 - 2. Out-of-state public and private institutions participating in a state authorization reciprocity agreement that only conduct activities in Oklahoma that are acceptable under the terms and conditions of the state authorization reciprocity agreement.
- C. Non-exempt institutions engaged in non-degree granting activities, such as offering certificates and diplomas, shall be subject to the standards administered by the Oklahoma Board of Private Vocational Schools (70 O.S, §4103).

Policy Procedures

3.1.4 Private Institutions and Out-of-State Public Institutions

To operate as a degree granting institution in Oklahoma a private institution or an out-of-state institution shall:

- A. Be accredited by a national or regional agency which is recognized by the Secretary of the USDE; and
- B. Submit an application and receive authorization from the State Regents. Upon receiving an application for authorization to operate as a degree granting institution in the State of Oklahoma, State Regents' staff shall review the application to determine if the institution satisfies the criteria detailed in policy section 3.1.4.

Frequently Asked Questions

- 1. *Who is required to be authorized to operate as a degree granting institution?*
Out-of-State public and private degree granting institutions who have a physical presence in Oklahoma are required to seek authorization to operate in Oklahoma. Private institutions that participate in the Oklahoma Tuition Equalization Grant program are exempt from state authorization.

2. *What documentation is required to apply to operate as a degree granting institution in Oklahoma?*
- An online State Authorization Application;
 - Documentation of accreditation by a regional or national accreditor that is recognized by the United States Department of Education;
 - An Enrollment Agreement; and
 - A copy of the institution's student complaint process.

3. *Are online-only institutions regulated by the State Regents?*

Institutions that offer courses or programs through the web-based format and do not have a physical presence in Oklahoma do not fall under the jurisdiction of the State Regents unless there is some type of physical presence. Such institutions are expected to adhere to the same high standards as Oklahoma institutions outlined in the Distance Education and Traditional Off-Campus Courses and Program policy.

4. *Where is closed school information located?*

See the section below titled "Closed Institution/School Information."

5. *How can a student file a complaint with the Oklahoma State Regents for Higher Education against an institution?*

Students may submit their complaint with the Oklahoma State Regents for Higher Education (OSRHE) by completing the appropriate form located on the agency webpage <http://www.okhighered.org/current-college-students/complaints.shtml>. It is important to note that the student must have exhausted the institution's complaint and appeal process before the OSRHE will attempt to help the student identify any possible resolution with the institution.

6. *What establishes a physical presence in Oklahoma?*

Any of the following activities constitute a physical presence for a private institution or out-of-state public institution:

The private or out-of-state public institution offers college level credit in the state that leads to an academic degree, including:

- Establishing a physical location in the State of Oklahoma for students to receive synchronous or asynchronous instruction;
- Requiring students to physically meet at a location in the State of Oklahoma for institutional purposes that comprise more than two (2) class periods equivalent to six (6) hours; or
- Providing an offering in the nature of a short course or seminar, if instruction for the short course or seminar is greater than twenty (20) contact hours.

The private institution or out-of-state public institution establishes an administration office in the state including:

- Maintaining an administrative office in the State of Oklahoma for the purpose of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;
- Providing office space to instructional or non-instructional staff; or
- Establishing an institutional mailing address, post-office box, street address, or phone number in the State of Oklahoma.

7. *If a private institution or out-of-state public institution only offers certificate or diploma programs, is the institution subject to requirements in the Institutional Accreditation and State Authorization policy?*

No, the State Regents only have statutory authority over degree programs. However, if an institution offers certificate or diploma programs, they will be subject to any applicable regulations established by the Oklahoma Board of Private and Vocational Schools.

Approval and Revisions

Approved January 1974. Revised June 28, 1995; June 28, 1996; January 24, 1997; June 30, 1998; June 29, 2006; and October 20, 2016.

The 1995 policy revision added important details, and strengthened and clarified policy requirements. A summary of changes include: (1) adding and strengthening existing State Regents' Standards of Educational Quality, (2) incorporating HLC's general institutional requirements and Criteria for Accreditation, and (3) linking the policy with other State Regents' policies.

Additional revisions were required in 1996 when legislation allowing nationally accredited institutions to operate in Oklahoma was passed.

The January 1997 revision incorporated language from another policy to facilitate the understanding of the State Regents' authority over out-of-state institutions operating in Oklahoma.

The June 1998 revision was minor and was in conjunction with a major *Electronic Media* policy revision.

The June 29, 2006 revisions included minor language and formatting changes and added section 3.1.3.A clarifying current practice.

The June 21, 2012 revisions added increased guidance to institutions requesting programs outside their programmatic function and added statements regarding remedial and developmental education.

The October 25, 2012 revisions added the function of Oklahoma state University's two technical constituent agencies (OSU-Oklahoma City and OSU Institute of Technology).

The May 25, 2012 revisions aligned policy with the federal program integrity regulations released on October 29, 2010. The changes added a definition for physical presence to provide guidance in determining what constitutes the need to become coordinated with the OSRHE to operate as a college or university in Oklahoma and award college credit or degrees and language establishing a new section in the policy that directs institutions to formalize a student complaint and appeal process for students enrolled in either in- or out-of-state institutions while living in Oklahoma.

The October 20, 2016 revisions were made to meet the statutorily mandated functions that are prescribed in Senate Bill 1157. The changes specified the institutional eligibility requirements to seek approval to operate as a degree granting institution in Oklahoma and the conditions that institutions shall meet to continually operate in Oklahoma.

Oklahoma State Regents for Higher Education
Accredited Institutions Operating in Oklahoma

US Accredited Schools Website:
<http://ope.ed.gov/accreditation/>

Public Institutions (4-year)

Accredited by the Higher Learning Commission

University of Oklahoma (OU)

660 Parrington Oval
Norman, Oklahoma 73019-0390
(405) 325-0311
President David Boren

OU Health Sciences Center

Post Office Box 26901
Oklahoma City, Oklahoma 73126-0901
(405) 271-4000
Dr. Jason R. Sanders
Senior Vice President and Provost

OU-Tulsa

4502 East 41st Street
Tulsa, Oklahoma 74135-2512
(918) 660-3000
President John Henning Schumann

Oklahoma State University (OSU)

107 Whitehurst Hall
Stillwater, Oklahoma 74078-0999
(405) 744-5000
President V. Burns Hargis
President and System CEO

OSU-Tulsa

700 North Greenwood Avenue
Tulsa, Oklahoma 74106-0700
(918) 594-8000
President Howard Barnett, Jr.

OSU Center for Health Sciences

1111 West 17th Street
Tulsa, Oklahoma 74107-1898
(918) 582-1972
Dr. Kayse M. Shrum
President, OSUCHS and
Dean, College of Osteopathic Medicine

East Central University

1100 East 14th Street
Ada, Oklahoma 74820-6899
(580) 332-8000
President Katricia Pierson

Northeastern State University

600 North Grand Avenue
Tahlequah, Oklahoma 74464-7099
(918) 456-5511
President Steve Turner

Northwestern Oklahoma State University

709 Oklahoma Boulevard
Alva, Oklahoma 73717-2799
(580) 327-1700
President Janet Cunningham

Rogers State University

1701 West Will Rogers Boulevard
Claremore, Oklahoma 74017-3252
(918) 343-7777
President Larry Rice

Southeastern Oklahoma State University

1405 North Fourth
Durant, Oklahoma 74701-0609
(580) 745-2000
President Sean Burrage

Southwestern Oklahoma State University

100 Campus Drive
Weatherford, Oklahoma 73096-3098
(580) 772-6611
President Randy Beutler

University of Central Oklahoma

100 North University Drive
Edmond, Oklahoma 73034-0170
(405) 974-2000
President Don Betz

Cameron University
2800 Gore Boulevard
Lawton, Oklahoma 73505-6377
(580) 581-2200
President John McArthur

University of Science and Arts of Oklahoma
Post Office Box 82345
Chickasha, Oklahoma 73018-0001
(405) 224-3140
President John Feaver

Langston University
Post Office Box 907
Langston, Oklahoma 73050-0907
(405) 466-2231
President Kent J. Smith, Jr.

Oklahoma Panhandle State University
Post Office Box 430
Goodwell, Oklahoma 73939-9728
(580) 349-2611
President Tim Faltyn

Public Institutions (2-year)

Accredited by the Higher Learning Commission

Carl Albert State College
1507 South McKenna
Poteau, Oklahoma 74953-5208
(918) 647-1200
President Jay Falkner

(580) 628-6200
President Cheryl Evans

Connors State College
Route 1, Box 1000
Warner, Oklahoma 74469-9700
(918) 463-2931
President Ron Ramming

Oklahoma City Community College
7777 South May Avenue
Oklahoma City, Oklahoma 73159-4444
(405) 682-1611
President Jerry Steward

Eastern Oklahoma State College
1301 West Main
Wilburton, Oklahoma 74578-4999
(918) 465-2361
President Stephen E. Smith

Oklahoma State University - Oklahoma City
900 North Portland
Oklahoma City, Oklahoma 73107-6187
(405) 947-4421
Secretary of Education and Workforce
Development, and
President Natalie Shirley

Murray State College
Tishomingo, Oklahoma 73460-3130
(580) 371-2371
President Joy McDaniel

**Oklahoma State University Institute of
Technology - Okmulgee**
1801 East 4th
Okmulgee, Oklahoma 74447-3998
(918) 293-4678
President Bill R. Path

Northeastern Oklahoma A&M College
200 I Street, N.E.
Miami, Oklahoma 74354-6497
(918) 542-8441
President Jeffery Hale

Redlands Community College
1300 South Country Club Road
El Reno, Oklahoma 73036-5304
(405) 262-2552
President Jack Bryant

Northern Oklahoma College
1220 East Grand
Post Office Box 310
Tonkawa, Oklahoma 74653-0310

Rose State College
6420 Southeast 15 Street
Midwest City, Oklahoma 73110-2799

(405) 733-7311
President Jeanie Webb

Seminole State College
2701 Boren Boulevard
Post Office Box 351
Seminole, Oklahoma 74868-0361
(405) 382-9950
President Lana Reynolds

Tulsa Community College
6111 East Skelly Drive, #200
Tulsa, Oklahoma 74135-6198
(918) 595-7000
President Leigh B. Goodson

Western Oklahoma State College
2801 North Main
Altus, Oklahoma 73521-1397
(580) 477-2000
President Phil Birdine

Independent Non-Profit Institutions (4-year and Post Graduate)
Accredited by the Higher Learning Commission

Bacone College
2299 Bacone Road
Muskogee, Oklahoma 74403-1599
President Franklin K. Willis
(918) 683-4581

Oklahoma Wesleyan University
2201 Silver Lake Road
Bartlesville, Oklahoma 74006-6299
(918) 333-6151
President Everett Piper

Mid-America Christian University
3500 Southwest 119 Street
Oklahoma City, Oklahoma 73170-9704
(405) 691-3800
President John Fozard

Oklahoma Baptist University
500 West University Drive
Shawnee, Oklahoma 74804-2590
(405) 275-2850
President David W. Whitlock

Oklahoma Christian University
Post Office Box 11000
Oklahoma City, Oklahoma 73136-1100
(405) 425-5000
President John deSteiguer

Oklahoma City University
2501 North Blackwelder Avenue
Oklahoma City, Oklahoma 73106-1402
(405) 208-5000

President Robert H. Henry

Oral Roberts University
7777 South Lewis Avenue
Tulsa, Oklahoma 74171-0999
(918) 495-6161
President William M. Wilson

Southern Nazarene University
6729 Northwest 39 Expressway
Bethany, Oklahoma 73008-2694
(405) 789-6400
President Keith Newman

Southwestern Christian University
Post Office Box 340
Bethany, Oklahoma 73008-0340
(405) 789-7661
President Reggis Wenyika

The University of Tulsa
800 South Tucker Drive
Tulsa, Oklahoma 74104-3189
(918) 631-2000
President Gerard Clancy

St. Gregory's University
1900 West MacArthur Drive
Shawnee, Oklahoma 74804-2499
(405) 878-5100
President Michael A. Scaperlanda

Tribal Colleges

Higher Learning Commission

College of the Muscogee Nation

1200 Loop 56
Post Office Box 917
Okmulgee, Oklahoma 74447
(918) 549-2800
President Robert Bible

Out-of-State Proprietary Institutions

Accredited by the Higher Learning Commission

Brown Mackie College, Oklahoma City Campus

7101 Northwest Expressway
Oklahoma City, Oklahoma 73132
(405) 621-8000

DeVry University

Lakepointe Towers
4013 Northwest Expressway
Oklahoma City, Oklahoma 73116
(405) 767-9516
(918) 622-4877

Franklin University

201 South Grant Avenue
Columbus, Ohio 43215
(614) 947-6135

National American University

8040 South Sheridan Road
Tulsa, Oklahoma 74133

University of Phoenix, Oklahoma City Campus

Broadway Executive Park
6501 North Broadway Extension, Building 3
Oklahoma City, Oklahoma 73116-8246
(405) 842-8007

University of Phoenix, Tulsa Campus

14002 East 21st Street, Suite 1400
Tulsa, Oklahoma 74134

Out-of-State Independent Non-Profit
Regionally Accredited

Embry-Riddle Aeronautical University
(Southern Association of Colleges and Schools)
8001 Mid-America Boulevard
Oklahoma City, Oklahoma 73135
(405) 739-0397

Midwestern Baptist Theological Seminary
(HLC)
5001 N. Oak Trafficway
Kansas City, Missouri 64118-4697
816-414-3700 (Courses offered in Oklahoma City,
Edmond, and Tulsa)

Madonna University (HLC)
Tulsa Site
3188 East 22nd Street South
Tulsa, Oklahoma 74114-1822
Home Campus:
300 West Forest Avenue
Ypsilanti, Michigan 48197
(734) 337-4195

National Graduate School
(New England Association of Schools and
Colleges)
Home Campus:
186 Jones Road
Falmouth, Massachusetts 02540
(800) 838-2580, ext. 106
Oklahoma City Site:
Rose State College
6240 Southeast 15th Street
Midwest City, Oklahoma 73110-2799
(405) 325-5101

Newman University (HLC)
Home Campus:
3100 McCormick Avenue
Wichita, Kansas 67213-2097
(316) 942-4291
Lawton, Norman, Oklahoma City Sites:
(405) 721-5651
Tulsa Site:
(918) 294-1904

Southwestern College (HLC)
Home Site:
100 College Street
Winfield, Kansas 67156-2499
(620) 229-6000
Midwest City Site:
1140 S. Douglas Blvd.
Midwest City, Oklahoma 73130
(405) 733-7301

University of Arkansas – Little Rock (HLC)
Home Campus:
2801 S. University Avenue
Little Rock, Arkansas 72204-1099
(501) 569-3200
Tulsa Site:
Tulsa Community College
6111 East Skelly Drive, #200
Tulsa, Oklahoma 74135-6198
(918) 595-7000

Wayland Baptist University
(Southern Association of Colleges and Schools)
Home Campus:
1900 W. 7th Street
Plainview, Texas 79072
(806) 291-1000
Altus Site:
104 South 7th Street, Room 140
Altus Air Force Base, Oklahoma 73523-5300
(580) 379-4241

Institutions Accredited by a National Accrediting Body Recognized by the U.S. Department of Education*

**Public institutions may consider transfer credit from these institutions on a course-by-course basis.*

Aquinas Institute of Theology

--Accredited by the Association of Theological Schools (ATS)
Archdiocesan Pastoral Center
Post Office Box 32180
Oklahoma City, Oklahoma 73123
(405) 721-4208, ext. 118

Oklahoma Technical College

--Accrediting by the ACICS
4444 South Sheridan
Tulsa, Oklahoma 74145
(918) 895-7500

Brown Mackie College - Tulsa

--Accredited by the Accrediting Council for Independent Colleges and Schools (ACICS)

Tulsa Campus

4608 South Garnett
Tulsa, Oklahoma 74146
(918) 628-3700

Oklahoma City Campus

--Accredited by the Higher Learning Commission
7101 Northwest Expressway
Oklahoma City, Oklahoma 73132

Clary Sage College

--Accredited by the ACICS
3131 South Sheridan
Tulsa, Oklahoma 74145
(918) 298-8200

Community Care College

--Accredited by ACICS
4242 South Sheridan
Tulsa, Oklahoma
(918) 610-0027

Family of Faith College

--Accredited by the Association for Biblical Higher Education (ABHE)
30 Kinville
Post Office Box 1805
Shawnee, Oklahoma 74802
(405) 273-5331

Randall University: A Free Will Baptist College Since 1959*

--Accredited by the Transnational Association of Christian Colleges and Schools (TRACS)
PO Box 7208
Moore, Oklahoma 73153-1208
(405) 912-9000

*effective July 1, 2016

*FKA Hillsdale Free Will Baptist College

Platt College

--Accredited by the Accrediting Commission of
Career Schools and Colleges (ACCSC)

Lawton Campus

112 SW 11th Street

Lawton, Oklahoma 73501

(580) 335-4416

Moore Campus

201 North Eastern

Moore, Oklahoma 73160

(405) 912-3260

Oklahoma City Campus

309 South Ann Arbor

Oklahoma City, Oklahoma 73128

(405) 946-7799

Oklahoma City Campus

2727 W. Memorial Road

Oklahoma City, OK 73134-8034

(405) 749-2433

Tulsa Campus

3801 South Sheridan

Tulsa, Oklahoma 74145-1132

(918) 663-9000

**Spartan College of Aeronautics and
Technology**

--Accredited by the ACCSC

8820 East Pine Street

Post Office Box 582833

Tulsa, Oklahoma 74158-2833

(918) 836-6886

Tulsa Welding School

--Accredited by the ACCSC

2545 East 11th Street

Tulsa, Oklahoma 74104

(918) 587-6789

Phillips Theological Seminary

--Accredited by ATS

901 N. Mingo Road

Tulsa, Oklahoma 74116

(918) 610-8303

Vatterott College

--Accredited by the ACCSC

Oklahoma City Campus

4621 N.W. 23rd Street

Oklahoma City, Oklahoma 73127

(405) 945-0088

Tulsa Campus

4343 S. 118th East Avenue

Tulsa, Oklahoma 74146

(918) 836-6656

Virginia College – Tulsa

--Accredited by the ACICS

5124 South Peoria Avenue

Tulsa, Oklahoma

(918) 960-5400

Closed Institution/School Information

This list was developed for internal use to refer students/others requesting transcripts and information about closed schools. It is not intended to be an all-inclusive list of closed schools in Oklahoma. It is maintained by Mr. Daniel Archer, Assistant Vice Chancellor for Academic Affairs – email: darcher@osrhe.edu or (405) 225-9142.

Institution/Accreditation or Licensing Information/Dates Operated	Contact Information	Information/Transcripts	Dates of Operation
American Christian College (ACC) Tulsa, Oklahoma	(719) 685-9103	Summit Ministries Post Office Box 207 Manitou Springs, California 80829 www.summit.org	1970-1978
American Christian College and Seminary (ACCS) Accredited by the Transnational Association of Christian Colleges and Schools (TRACS) Also known as: American Bible College and Seminar or University of Biblical Studies	(405) 912-9122	Send a request and a check or money order for \$10 (per transcript) to: ACCS Records Trust Post Office Box 6217 Moore, Oklahoma 73153 Information required for issuing official transcripts: <ul style="list-style-type: none"> ✓ Printed full name (first, middle, last, maiden, or other names by which student may be known ✓ Student's Social Security Number ✓ Signature ✓ Current contact information ✓ Name and address of institution, organization, or person to receive the official transcript(s) http://www.hc.edu/521620.ihtml Note: Request usually takes at least 30 days to process.	9/23/1998-6/30/2004
American College Licensed by the Oklahoma Board of Private Vocational Schools (OBPVS)	(405) 528-3370	Clerical school in Lawton, Oklahoma – Closed in 1993 no records. Contact: Nora House, Director, OBPVS nhouse@obpvs.ok.gov	Closed 1993
Bryan Institute Licensed by OBPVS		Records are unavailable	Closed 10/14/1996

Institution/Accreditation or Licensing Information/Dates Operated	Contact Information	Information/Transcripts	Dates of Operation
Career Point College Tulsa, Oklahoma Accredited by the Accrediting Council for Independent Colleges and Schools		For transcript and other student information, refer to the Career Point School Closure Fact Sheet for Oklahoma. Transcripts going back as far as Oct. 31, 1989 may be obtained from Parchment, a commercial vendor that provides digital credentialing and has accepted the Career Point College transcripts. Access is available through www.parchment.com or the direct link to Career Point College: www.parchment.com/u/registration/371682/account . Parchment's current charges are \$12 for an electronic transcript version or \$14.50 to have a copy sent directly to an entity such as another school or an employer.	1984 – 10/16/2016
City College Licensed by OBPVS Accredited by the Accrediting Council for Continuing Education and Training	(405) 912-3260	Platt College-Moore 201 North Eastern Moore, Oklahoma 73160 Contact: Brandon Sullivan Phone: (405) 972-3260 bsullivan@plattcollege.org	July 1998- August 2006
DeMarge College Licensed by OBPVS		Records are unavailable	1987-2004
Draughn School of Business Licensed by OBPVS		Records are unavailable.	Closed 1993
Flaming Rainbow University Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) from 1979 – 1992 (accreditation withdrawn/school closed) Accredited by the OSRHE in 1975	(405) 234-4487	Kim Elston 421 NW 13th Oklahoma City 73103 kelston@oshre.edu Note: Some records missing due to fire in previous caretaker's home.	8/1986- 2/18/1992

Institution/Accreditation or Licensing Information/Dates Operated	Contact Information	Information/Transcripts	Dates of Operation
Heritage College	(405) 528-3370	<p>Transcripts may be obtained by providing a completed and signed transcript request form to the Oklahoma Board of Private Vocational Schools (OBPVS)</p> <p>http://www.okhighered.org/current-college-students/closed-school-transcript-request.pdf</p> <p>Completed requests may be emailed to angela.moore@obpvs.ok.gov, faxed to 405.528.3366 or mailed to the agency (address on form). If students don't know all of the fields of information asked for on the form, the request may be submitted with as many fields filled out as are known</p>	1986- November 1, 2016
ITT Technical Institute (ITT Tech) Oklahoma City and Tulsa Accreditation: Accrediting Council of Independent Colleges and Schools	www.parchment.com/ITT	Transcripts are only available via Parchment at www.parchment.com/ITT .	2005-2016
Metropolitan College Oklahoma City and Tulsa These locations were branch campuses of Wyandotte Collegiate Systems Inc. Additional campuses, which are also closed, were located in Kansas City, MO (Kansas City College of Legal Studies) and Albuquerque, NM.	(918) 678-4212	<p>Wyandotte Collegiate Systems, Inc. 305 North Main Post Office Box 414 Wyandotte, Oklahoma 74370</p> <p>Transcripts for Metropolitan College can be requested by going to www.transcriptrequest.net</p>	6/1992- 7/12/2006
Oklahoma City Southwestern College (now Southwestern Christian University) HLC Accredited Also known as South Oklahoma City College, Southwestern Junior College, Oklahoma City Southwestern College, and Southwestern College of Christian Ministries	(405) 789-7661 x3423	<p>Former location was 7210 NW 39th Expressway, Bethany, Oklahoma 73008</p> <p>Jean Perdue Southwestern Christian University Post Office Box 340 Bethany, Oklahoma 73008 (405) 789-7661, ext. 3458</p>	1969-present

Institution/Accreditation or Licensing Information/Dates Operated	Contact Information	Information/Transcripts	Dates of Operation
<p>Oklahoma Junior College OJC</p> <p>Accredited by the OSRHE</p> <p>Also known as Oklahoma Junior College of Business and Technology</p>	<p>(405) 325-2012</p>	<p>Send a request and a check for \$7.50 (per transcript) to: University of Oklahoma Academic Records Office 1000 Asp Avenue, Room 127 Norman, Oklahoma 73029-0390</p> <p>Information required for issuing official transcripts:</p> <ul style="list-style-type: none"> ✓ Written request which includes the student's full name and any other name(s) under which the student was enrolled ✓ Student ID number (probably the SSN) ✓ Number of copies ✓ Where they are to be mailed, and ✓ Student's signature. <p><u>Fax request 405-325-7047 and delivery is available for \$10 service charge.</u> Copies of documents will be faxed providing the student furnishes the following information (in addition to the above):</p> <ul style="list-style-type: none"> ✓ Type of credit card, complete card number, expiration date, verification number ✓ Cardholder name, billing address, signature ✓ Fax number and contact person <p>Website: http://www.ou.edu/recordsandtranscripts/home/transcripts/junior_college.html</p>	<p>Oklahoma City 1987 – 1995</p> <p>Tulsa 1984 – 1993</p>
<p>Oklahoma Missionary Baptist College Marlow, Oklahoma</p> <p>Accredited by the OSRHE</p>	<p>(405) 329-2447</p>	<p>Ms. Deedra Clark Concord Baptist Institute Concord Missionary Baptist Church 1500 North Stubbeman Avenue Norman, Oklahoma 73069 deedraclark@aol.com</p>	<p>5/29/1975 – 12/1993</p>
<p>Phillips University (Enid)</p> <p>Accredited by the HLC</p>	<p>(918) 610-8303 Fax - (918) 610-8404 or (918) 270-6411</p>	<p>Phillips Theological Seminary PU Student Records 901 N. Mingo Road Tulsa Oklahoma 74116 www.ptstulsa.edu</p>	<p>1919-1998</p>

Institution/Accreditation or Licensing Information/Dates Operated	Contact Information	Information/Transcripts	Dates of Operation
<p>Mission Group Kansas dba Wright Career College --Accredited by the ACICS <u>Oklahoma City Campus</u> 2219 West I-240 Service Road, Suite 124 Oklahoma City, Oklahoma 73159 (405) 681-2300</p> <p><u>Tulsa Campus</u> 4908 South Sheridan Tulsa, Oklahoma 74145 (918) 628-7700</p>	<p>(405) 528-3370</p>	<p>Transcripts may be available for periods of enrollment between Aug. 27, 2007, and April 15, 2016, in Oklahoma City or Tulsa. Complete the Closed School Transcript Request form below and transmit the completed and signed form to the Oklahoma Board of Private Vocational Schools according to the instructions at the bottom of the form.</p> <p>http://www.okhighered.org/current-college-students/obpvs-transcript-request.pdf</p>	<p>1921 (originally as Dickinson Business College) – April 15, 2016.</p>

3.2 Functions of Public Institutions

Purpose of Policy

3.2.1

The Constitution of Oklahoma (Article XIII-A, Section 2) directs the State Regents to determine the functions and courses of study in each of the institutions of the State System. The *Functions of Public Institutions* policy prescribes the functions of the 25 institutions in the State System, including two research universities, 11 regional universities, and 12 community colleges.

Authority

The Constitution of Oklahoma (Article XIII-A, Section 2) directs the State Regents to determine the functions and courses of study in each of the institutions of the State System. The following legislative actions direct sections of this policy:

- 70 O.S. §4428 (1987) – SWOSU-Sayre
- 70 O.S., Supp. 1996, §3517.2 – NWOSU-Enid
- 70 O.S., Supp. 1996, §3517.1 – NWOSU-Woodward
- 70 O.S., Supp. 1999, §3511.1 – EOSC-McAlester
- 70 O.S., Supp. 1999, §4423.1a – CASC-Sallisaw
- 70 O.S., Supp. 2004, §3404.3 – CU-Duncan
- 70 O.S., Supp. 2002, §3405.1 – CSC-Muskogee and NSU-Muskogee
- 70 O.S. §4668 (1998) – NSU-Broken Arrow
- 70 O.S., Supp. 2004, §3103 – Constituent agencies of OU and OSU
- 70 O.S. §4662 (1998) – OSU-Tulsa
- 70 O.S., Supp. 2001, §4673 – OU/OSU Graduate Education Research Center
- 70 O.S. §4667 (1998) – LU-Tulsa
- 70 O.S., §3707 (2005) – NOC-Enid
- 70 O.S. §3514.1 (2005)– SEOSU-McCurtain County

The following reflects institutional name changes:

Current Name (Year Changed)	Former Name(s)
Cameron University (1974)	Cameron State School of Agriculture (1908); Cameron State Agricultural College; Cameron State College (1971)
Carl Albert State College (1990)	Carl Albert Junior College
Connors State College (1968)	Connors State School of Agriculture (1908); Connors State Agricultural College; Connors State College of Agriculture and Applied Science (1967)
East Central University (1986)	East Central Normal School (1909); Oklahoma State Teachers College, East Central; East Central State College; East Central Oklahoma State University (1985)
Eastern Oklahoma State College (1967)	School of Mines and Metallurgy (1908); Eastern Oklahoma A&M College
Langston University	Agricultural and Normal University (1897)

Murray State College (1972)	Murray State School of Agriculture (1908); Murray State Agricultural College; Murray State College of Agriculture and Applied Science (1967)
Northeastern Oklahoma A&M College	Miami School of Mines (1919)
Northeastern State University (1985)	Northeastern Normal School (1908); Northeastern State Teachers College; Northeastern Oklahoma State University (1974)
Northern Oklahoma College	Oklahoma University Preparatory School (1901); Northern Oklahoma Junior College
Northwestern Oklahoma State University	Oklahoma State Teachers College, Northwestern (1897); Northwestern State College; Northwestern Oklahoma State University (1974); Northwestern State University (1987)
Oklahoma City Community College (1983)	South Oklahoma City Junior College (1973)
Oklahoma Panhandle State University (1974)	Panhandle State School of Agriculture (1908); Panhandle Agricultural and Mechanical College; Oklahoma Panhandle State College of Agriculture and Applied Science (1967); Oklahoma Panhandle State College (1972)
Oklahoma State University (1958)	Oklahoma Agricultural and Mechanical College (1890)
Oklahoma State University-Oklahoma City (1990)	Oklahoma State University-Technical Institute; Oklahoma State University Technical Branch- Oklahoma City
Oklahoma State University Institute of Technology	Oklahoma State University-School of Technical Training; Oklahoma State University Technical Branch-Okmulgee (1986)
Redlands Community College (1991)	El Reno Junior College
Rogers State University (1999)	Eastern Oklahoma University Preparatory School (1909); Oklahoma Military Academy; Claremore Junior College (1971); Rogers State College (1982); Rogers University (1996)
Rose State College (1982)	Oscar Rose Junior College (1973)
Seminole State College (1996)	Seminole Junior College
Southeastern Oklahoma State University (1974)	Southeastern Normal School (1909); Oklahoma State Teachers College, Southeast
Southwestern Oklahoma State University	Oklahoma State Teachers College, Southwestern (1901); Southwestern State College
Tulsa Community College (1996)	Tulsa Junior College (1968)
University of Central Oklahoma (1991)	Oklahoma State Teachers College, Central (1890); Central State University (1971)
University of Oklahoma (1890)	None
University of Science and Arts of Oklahoma (1974)	Industrial Institute and College for Girls (1908); Oklahoma College for Women; Oklahoma College of Liberal Arts (1967)
Western Oklahoma State College	Altus Junior College (1969)

Approval and Revisions

Original function policy adopted in February of 1970. Revised July 20, 1971; April 1976; July 10, 1987; April 15, 1994; October 18, 1996; June 30, 1998; October 30, 1998; June 29, 2001; June 27, 2002; and June 29, 2006. SWOSU-Sayre policy approved July 10, 1987. CASC-Sallisaw policy approved October 18, 1996. EOSC-McAlester policy approved October 18, 1996. NWOSU-Enid and NOC in Enid policy approved October 18, 1996. Revised June 30, 1999. NWOSU-Woodward policy approved October 18, 1996. OGERC policy approved June 30, 1998. Revised June 27, 2002. OSU-Tulsa policy approved June 30, 1998.

The July 20, 1971 revisions extended the OU College of Medicine's function to the Tulsa area.

In 1987 the legislature authorized SWOSU to take over Sayre Junior College.

The April 15, 1994 revisions included the approval of a new function statement for the University Center at Tulsa.

The October 18, 1996 revisions included function changes for the University Center at Tulsa and Rogers State College (now RSU). Also on October 18, 1996, the State Regents approved the function statements for CASC-Sallisaw, EOSC-McAlester, NWOSU-Enid with NOC outreach in Enid, and NWOSU-Woodward.

On June 30, 1998 the State Regents adopted the OU/OSU Graduate Education Research Center Policy and the OSU-Tulsa Function and Operating Policy.

The October 30, 1998 revisions include a new function state for Rogers State University based on their new regional university status and moving the OSU College of Osteopathic Medicine function statement to the academic policy section of the manual.

On June 29, 2001 the State Regents authorized a change in function for LU to offer a Doctor of Physical Therapy degree.

On June 27, 2002 the State Regents approved revisions to the OU/OSU Graduate Education Research Center Policy to reflect OU's move to another location and OSU's computer conversion involving the transmission of student records.

The June 29, 2006 revisions included combining several existing policies (*policy on Functions of Public Institutions, Statement of Functions SWOSU at Sayre, Statement of Functions CASC-Sallisaw Branch, Statement of Functions EOSC-McAlester Branch, Statement of Functions NWOSU, Enid and NOC Outreach Programs in Enid, Statement of Functions NWOSU-Woodward, OSU-Tulsa Operating policy, and OU/OSU Graduate Education Research Center*), eliminating the category of Special Purpose Universities and moving LU, OPSU, and USAO into the Regional Universities category, creating new sections for branch campuses and higher education centers, adding LU's special function to offer the Doctor of Physical Therapy, and updating information on legislative actions related to OU-Tulsa, CU-Duncan, LU-Tulsa, CSC-Muskogee, NSU-Broken Arrow, NSU-Muskogee, RSU-Bartlesville and Pryor, NOC-Enid, and SEOSU-McCurtain County.

The October 25, 2015 revisions added function statements for OSU-OKC and OSUIT.

Related Policies

3.3 Function of Research in the State System
3.25 Professional Programs
3.26 University Center of Southern Oklahoma

3.3 Function of Research in the State System

Purpose of Policy

3.3.1

Research is an activity closely allied with progress in all fields of endeavor, being a necessary ingredient to the discovery of new knowledge and the application of existing knowledge to new situations. Research therefore rightfully takes its place alongside teaching and public service as a primary activity in higher education. Although all higher education institutions should be involved in research to some degree, the level and scope of involvement are necessarily different for different kinds of institutions and agencies. The *Function of Research in the State System* policy will serve to guide the State Regents and institutions of the State System with respect to the function of research among the various public institutions and agencies.

Approval and Revisions

Approved December 15, 1970. Revised June 29, 2006. The June 29, 2006 revision included only minor language and formatting changes.

Related Policies

3.2 Functions of Public Institutions

3.4 Academic Program Approval

Purpose of Policy

3.4.1

Policies regulating the criteria and procedures for program approval detail the State Regents' and the institutions' respective roles in the process. These roles are successive and complementary. In carrying out their constitutional responsibilities, the State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. The institutional faculty is the discipline experts responsible for developing and teaching the curriculum. The institutional administrators and governing board view the proposed program in light of the institution's priorities. The State Regents provide the system perspective and their review should add value to the evaluation process. The State Regents consider the statewide capacity for each new program request as well as linking academic planning with resource allocation. The State Regents also must ensure that requests and mandates are consistently applied.

Authority

The State Regents have been given constitutional authority to prescribe standards of higher education applicable to each institution and determine the functions and courses of study in each of the institutions. State Statute 70 O.S. 3206.1 (1979) and 70 O.S. §3206.2 (1979) direct the State Regents to prescribe a system of uniform course numbering for all institutions within the State System.

Policy Procedures

3.4.4 Program Request Procedures

The following procedures will be followed by the submitting institution for the State Regents to consider a new academic program:

A. Letter of Intent for New Program Request

The institutional President must submit a "letter of intent" to initiate a new program, including stand-alone and embedded certificates, to the Chancellor. The Chancellor will then inform the other institutional Presidents of this request and provide the opportunity to request copies of the new program when received, as well as, comments, questions and protests. Institutions will have 45 calendar days from the date of the systemwide "letter of intent" to request a copy of the new program request for review. The "letter of intent" does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program. The "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the new program request. The "letter of intent" must indicate the locations or campuses where the program will be offered and the delivery method. The "letter of intent" will remain active for one year following the receipt of the "letter of intent." If the institution's program request is not received during the one year time period following the receipt of the "letter of intent", a new "letter of intent" must be initiated. After received, program proposals not acted upon by the State Regents within two years will be declared inactive and require a new "letter of intent" to be initiated.

B. Academic Plan

Demonstrate consistency with the institution's academic plan.

C. Governing Board Approval

The institutional governing board does not need to approve the “letter of intent” prior to submission to the State Regents. The institutional governing board must approve the program request prior to the institutional president formally submitting the program proposal to the Chancellor for State Regents' consideration.

D. Submission of a New Program Request

Upon the Chancellor's receipt of the New Program Request from an institution, copies of the New Program Request will be provided to institutions that have asked for a copy. Institutions will have 30 calendar days from the date the copy is sent to provide written comment, submit questions, or protest the proposed program. All written comments, questions, and protests must be submitted by the President to the Chancellor.

Requests for an embedded certificate will not be considered for recommendation if the main program in which the certificate is embedded is out of compliance with the *Academic Program Review* policy.

E. Content of the New Program Request Submission

The submission will include a description of the Institution's Program Development Process, and will individually address each of the criteria in the New Program Request Criteria section of this policy and include supporting data and documentation.

For programs that will use an alternative form of delivery, including but not limited to consortial, dual, or joint degrees, refer to the Academic Program Request form in the State Regents' *Academic Affairs Procedures Handbook* which are available online.

F. State Regents' Staff Review of the Program Request

The State Regents' staff will review the institution's program request and will submit a recommendation for State Regents' action. The State Regents may take one of four actions:

1. disapprove the program with a written explanation to the institution of the reasons for this action;
2. defer the program request until the institution meets specified criteria or provides additional information;
3. provisionally approve the program which will include a specified period of time for the program's operation with certain criteria developed in cooperation with the institution to be met if the program is to continue beyond the specified date; or
4. approve the program without qualification.

Should an institution's request for a program be approved provisionally by the State Regents for a specified time period, there will be a window of one year to initiate the program without the year counting toward the provisional time period.

Should the State Regents defer or disapprove the program, the institution will have the opportunity to appeal directly to the State Regents.

Should there be no action on the program within 2 years of submission, the proposal will become inactive.

Detailed forms for program requests and reviews are available in the State Regents' *Academic Affairs Procedures Handbook* and are available online.

Related Policy Information

Information on degree productivity at Oklahoma institutions is available online at: <http://www.okhighered.org/oeis/ProductivityReport/Main.aspx>.

Forms for new programs, program modifications, and post audit reports can be found online at <http://www.okhighered.org/admin-fac/academic-forms/> or in the Forms and Reference Information section of this handbook.

Frequently Asked Questions

1. *How long should the proposal be?*
While the length of the program is expected to vary within the complexity of the program requested, a comprehensive program proposal should be possible within twenty pages.
2. *Do program minors need approval if listed on the transcript?*
No, policy is specific that minors do not need program approval, even if listed on the transcript.
3. *For any certificates, including those that are less than one semester, that are transcribed, is State Regents' approval needed?*
If the certificate is an academic credential that is to be transcribed, then it must be submitted for State Regents' approval.
4. *Do program options need approval if listed on the transcript?*
If an option is to be listed on the transcript, then it must be submitted for State Regents' approval.
5. *What documents are required for dual, joint, and consortial degree proposals?*
In addition to the New Program Request proposal and any required signatures, a Memorandum of Understanding (to be developed by participating institutions) or similar document, which outlines the roles and responsibilities of each participating institution, is required.
6. *Do dual, joint, or consortial degrees require a letter of intent?*
Yes. The proposal can be submitted in one letter of intent, but president signatures from each participating institution must be included to validate participation from listed institutions.
7. *What signatures are required for dual, joint, or consortial?*
For a dual and joint degree proposal, an additional cover page with signatures of each participating institutions' president is required. Additionally, the governing board approval date from each institution is required. Consortial degree proposals require the president's signature of the degree granting institution and the date of the governing board's approval.
8. *How does an institution request a consortial, dual, or joint degree?*

From the definitions provided in policy, institutions must submit the requested information regarding an alternative form of delivery on the new program request form or the program medication form.

9. *Is State Regents' approval required to suspend a program option (Level IV)?*

No. State Regents' approval is only required to add or delete a program option. Institutions may, at their discretion discontinue admitting students into an option. State Regents' staff recommends that if an institution suspends an option, any reference to the option be removed from the institution's webpage and catalog.

10. *Can an embedded certificate be created from two programs?*

No. The definition of an embedded certificate limits the curriculum to a subset of a single existing undergraduate or graduate degree.

11. *How do I reinstate a suspended program?*

To reinstate a suspended program, a letter requesting reinstatement must be submitted to the Chancellor from the President. The letter should include actions taken during the suspension that address the reasons the program was suspended.

12. *Can a program or option be deleted while students are still enrolled?*

Yes. A program or option within a program may be deleted while students are enrolled. Institutions must provide a teach-out plan for remaining student which outlines how students will be accommodated through graduation.

Approval and Revisions

Approved May 31, 1995. Revised September 5, 1997; January 29, 1999; June 29, 2006; June 21, 2012; and June 29, 2017.

The Uniform Course Numbering policy section was adopted in December 1970 and revised June 29, 2006.

Prior to 1995 institutions submitted a New Program Request Form for Approval of a New Degree Program.

The September 5, 1997 revisions included provisions to raise the visibility and importance of integrating technology into program delivery and also provisions for criteria designed to avoid unnecessary duplication. These revisions were effective with the Spring 1998 semester.

The January 29, 1999 revisions included a new section on program suspension. The revisions were designed to allow an institution to recommend that an academic program be placed on suspension but be reinstated without State Regents' re-approval as was current practice. Additionally, certificates were better defined and eliminated the requirement of course modification reporting.

The June 29, 2006 revisions were part of an overall policy manual revision. This revision included moving some procedural information to this handbook and adding the uniform course numbering policy.

The June 21, 2012 revisions aligned policy with the June 23, 2011 State Regents' approved revisions to the *Academic Program Review* policy. The revisions to the *Academic Program Approval* policy added new definitions, language regarding an institution's LOI, and language to strengthen the new program request criteria to provide guidance for State System institutions when submitting new program requests outside the scope of their function.

The June, 29, 2017 revisions added guidance regarding embedded certificate and clarified the process for submitting a “letter of intent.”

Related Policies

3.2 Functions of Public Institutions

3.5 Intensive English Program Approval and Review

3.6 Contractual Arrangements Between Higher Education Institutions and Career Technology Centers

3.7 Academic Program Review

3.8 Approval of Changes in Academic Structure and Nomenclature

3.5 Intensive English Program Approval and Review

Purpose of Policy

3.5.1

The State Regents' *Institutional Admission and Retention* policy requires students who are non-native speakers of English to present evidence of proficiency in the English language prior to admission. One of the four options for admission allows students who score above a certain level on the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examination, but below the score required for regular admission, to be admitted following successful completion of a minimum of 12 weeks of study at an Intensive English Program (IEP) approved by the State Regents, with at least two-thirds of the 12 weeks of instruction at the advanced level. This policy specifies the criteria for approval and review of Intensive English Programs for this admission option.

Note: IEP admission scores can be found in the State Regents' *Institutional Admission and Retention* procedures handbook under subsection 3.9.5.

Policy Procedures

3.5.3 IEP Approval Process

To certify students who are non-native speakers of English for admission to an IEP must be approved by the State Regents. The program's institution or IEP administrator must initiate the approval process with a formal request to the Chancellor for a program evaluation. IEP programs scheduled for reevaluation will be notified of subsequent reviews by the State Regents. Evaluations will be conducted according to State Regents' IEP Standards and Self-Study Guidelines which emphasize the development of student language competencies that facilitate a successful transition to college academic work. The process for IEP approval is described below. IEPs that have received accreditation status from a United States Department of Education recognized accrediting body with specialization in intensive English language programs that also include consideration of the State Regents' policy requirements, may be allowed to have their accreditation review meet the criteria in this policy.

A. Approval Funding

The IEP or the institution will pay for the evaluation including evaluation team members' honoraria, travel, lodging and food in accordance with Oklahoma travel laws.

B. Formal Request for Approval

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

C. Institutional Self-Study

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

D. On-Site Evaluation

1. Team Selection

The Chancellor will appoint an out-of-state evaluation team of at least two (2) qualified English for Speakers of Other Languages (ESOL) professionals who possess the necessary expertise for the program under review. One member of the evaluation team will be designated as team chairman and will assume responsibility for leadership in conducting the evaluation and in preparing the team's report. Team members will be required to sign a conflict of interest form provided by the State Regents' office. This form verifies that the individual team member has no direct or indirect association with the institution.

Every effort will be made to select qualified evaluators from an institution similar to that being reviewed. The team will review the program based on the State Regents' Intensive English Program Approval and Review, Institutional Admission and Retention, and Institutional Accreditation policies.

2. Length of the On-site Evaluation

Typically the on-site evaluation will be scheduled for one and one-half to two days or in extenuating circumstances may be scheduled for a shorter or longer period. Staff will determine the length of the evaluation based upon the site slated for evaluation or extenuating circumstances. The dates will be determined by staff who will coordinate with the institution before confirming the dates in writing. The on-site evaluation must provide for sufficient time for adequate discussion of criteria with the appropriate constituencies. This will ensure a thorough review of the criteria by the evaluation team and allow for opportunities for meaningful independent analysis by the evaluation team.

3. On-site Interviews

An integral and critical component of the on-site evaluation is the interview process. The team will have scheduled interviews with key administrative staff, faculty, students, and other appropriate constituencies.

E. Evaluation Report

1. Team Report and Recommendation

Following the on-site evaluation, the team will prepare a report of its evaluation to the institution consistent with the scope of the evaluation detailed in the team charge. The team chairman will be responsible for preparing and submitting the complete team report to the Chancellor's office within ten (10) working days following the evaluation. The report will provide a fair and balanced assessment of the IEP program at the time of the evaluation. The team should identify the specific criteria met and not met.

A recommendation will be included in the evaluation team's report and shall be supported by a clear and explicit rationale based on the State Regents' criteria. The recommendation must be consistent with this policy and will be one of the following:

- a. Recommendation for Approval Without qualifications with reexamination in five years. A program with this designation meets all standards for approval.

- b. Recommendation for Provisional Approval with Qualifications with reexamination in one, two, three, or four years. A program with this designation does not meet the standards for “approval without qualification” required by the State Regents. The team shall recommend measurable goals and timelines to correct deficiencies in the program. Within two months of the State Regents’ accepting the report, the IEP will be required to submit an implementation plan addressing the noted deficiencies. Thereafter, an annual report on the status of the implementation will be required.
- c. Recommendation Denied. The program does not meet the criteria established by the State Regents and will not be an approved IEP program.

4. Institutional Response

Upon receipt of the team report, the Chancellor will forward a copy of the report and recommendation to the IEP administrator or institutional president. Institutional representatives will be afforded an opportunity to correct any factual errors in the report within 15 working days from the date the report is sent. The team's evaluative comments and findings may not be modified by the institution. Thereafter, the draft report will be finalized and will be deemed formally submitted to the Chancellor.

If the evaluation team’s report recommends denial, the IEP may object within 15 working days from the date the final report is sent. In response to this objection the Chancellor will convene a neutral three-member panel of ESOL professionals to consider the objection (s). The IEP’s due process rights will be governed and limited by 75 O.S., § 314 (2001), and any pertinent amendments. During the appeals process, the IEP will maintain the approval status it held prior to the evaluation. The IEP will pay for the cost of the appeal.

F. State Regents’ Action

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

In the event of an appeal, the review panel will submit a report to the State Regents addressing the objections raised by the IEP. The review panel’s findings will be submitted, together with any other records from the hearing, to the State Regents at its next regularly scheduled meeting. The State Regents, after considering the review panel’s findings, the evaluation team’s report, and the official records pertaining to the IEP’s objections to the evaluation team’s report, will take action on the objections. No new evidentiary materials will be received at the State Regents’ meeting. The IEP will be given the opportunity to present remarks in support of the institution’s objections. The State Regents’ consideration of the matters and action taken thereon will constitute a final State Regents’ review of the IEP’s objections to the evaluation team’s report.

Related Policy Information

For your convenience, the State Regents’ IEP Evaluator Guidelines are available online at <http://okhighered.org/admin-fac/academic-forms/> and in the Forms and Reference Information section of this handbook. See attached list of approved IEP institutions on the following pages.

Frequently Asked Question

1. *Can a student who does not have the required TOEFL score but has completed an IEP out-of-state be admitted?*

The policy is specific that the IEP must be State Regents' approved. Students from an out-of-state IEP are encouraged to retest to demonstrate proficiency. In extraordinary and deserving cases, the *Institutional Admission and Retention* policy allows the president or the president's designee to admit the student in lieu of meeting the specified criteria. Institutions allowing exceptions must report annually to the State Regents.

2. *If an institution does not use IEP option for admission, does the IEP have to be approved?*

No.

3. *Can a student change from one IEP to another during their 12 weeks of intensive English study?*

No.

Approval and Revisions

Adopted May 1979. Revised October 23, 1989; August 16, 1994; April 11, 1997; May 30, 2003; and June 29, 2006.

The October 23, 1989 revisions allowed ESL students to prove proficiency in the English language through graduation from an English-speaking high school.

The August 16, 1994 revision allowed institutional discretion for admission of ESL students. (NOTE: of the policy was moved to the *Admission and Retention* policy in 2006.)

On April 11, 1997 the IEP approval and review process was adopted. This section of the policy was effective with the Fall 1997 semester.

The May 30, 2003 revision added the IELTS exam as an additional option for admission of ESL students.

The June 29, 2006 revisions included moving the admission section to the Admission and Retention policy, the admission of transfer students to the Transfer and Articulation policy, moving some procedural details to this handbook, and adding the option of four years provisional approval.

The June 25, 2009 revisions included adding definitions as well as updating definition language. Clarified the IEP approval process and expanded the evaluation team's recommendation ability to allow programs with minor deficiencies to report progress toward corrections. Additionally, the revisions strengthened the record keeping requirement to include immigration documentation if applicable, personnel data, and student performance in the program.

The October 20, 2016 revisions deleted policy language associated with the appeals process that was outlined Institutional Accreditation policy, which was removed October 20, 2016 and added language regarding IEPs rights for appeal.

Related Policies

3.1 Institutional Accreditation

3.9 Institutional Admission and Retention

3.10 Undergraduate Transfer and Articulation

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Oklahoma City, Oklahoma

**Current Intensive English Programs (IEP) Approved for Students Seeking Admission to
Institutions in the Oklahoma State System**
Rev. June 2017

CENTER	DIRECTOR	APPROVAL ENDING DATE	External Accreditor/ APPROVAL ENDING Date
ELS Language Centers Oklahoma City University Harris Hall 1915 Northwest 24th Street Oklahoma City, OK 73106 Phone: (405) 525-3738 Fax: (405) 525-0826	Ms. Terri Lore Director tlore@els.edu Mr. Tony Terry, Academic Director tterry@els.edu	September 30, 2019	ACCET April 15, 2019
English As A Second Language Program (ESLP) Oklahoma City Community College 7777 South May Avenue Oklahoma City, OK 73159-4499 Phone: (405) 682-1611, Ext. 7326	Ms. Abbie Glenn-Allen Figueroa afigueroa@occc.edu	June 30, 2021	HLC Next Review 2021-2022
English Language Center (ELC) - Edmond Post Office Box 1866 Edmond, Oklahoma 73083 Phone: (405) 348-7602 Fax: (405) 348-8291	Dr. Jaime Watts Jaime@elcok.com	June 30, 2018	ACCET April 15, 2016
English Language Institute (ELI) Oklahoma State University 307 Wes Watkins Center Stillwater, Oklahoma 74078- 8087 Phone: (405) 744-7519 Fax: (405) 744-7520	Fred Griffiths, Director fred.griffiths@okstate.edu	June 30, 2022	HLC Next Review 2015-2016
Center for English as a Second Language (CESL) University of Oklahoma 1660 Cross Center Drive, Vance House, Room 136 Norman, Oklahoma 73072-6400 Phone: (405) 325-2351 Fax: (405) 325-7038	Ms. Donna Alexander Donna.l.alexander-1@ou.edu	September 30, 2019	HLC Next Review 2022-2023
The Language Company-Ada*	Anne Sadberry, Site Director	May 31, 2019	ACCET

CENTER	DIRECTOR	APPROVAL ENDING DATE	External Accreditor/ APPROVAL ENDING Date
<p>East Central University 1100 E. 14th Street PMB Y-3 Ada, Oklahoma 74820 Phone: (580) 559-5945 Fax: (580) 559-5963 *name change 6/24/2010 Location change Fall 2012 CLOSED</p>	<p>adadirector@thelanguagecompany.com</p>		<p>December 15, 2015</p>
<p>Language Center/ESL Program Tulsa Community College 6111 East Skelly Drive, #609 Tulsa, Oklahoma 74135 (918) 595-7851</p>	<p>Mr. Daniel Chaboya, ESL Director DChaboya@tulsacc.edu 918-595-7544 Northeast Campus 3727 E. Apache Tulsa, Oklahoma 74115</p>	<p>January 31, 2018</p>	<p>HLC Next Review 2018-2019</p>
<p>The Language Company-Edmond* University of Central Oklahoma 100 North University Drive Post Office Box 341881 Edmond, Oklahoma 73034-5209 Phone: (405) 341-2125 Fax: (405) 341-1165 *Name change 6/24/2010</p>	<p>Ms. Robbie Scott Center Director edmonddirector@thelanguagecompany.com Ms. Brenda Robati, President, The Language Company bnr@thelanguagecompany.com 189 West 15th Street Edmond, Oklahoma 73013 Phone: (405) 715-9996 Fax: (405) 715-1116</p>	<p>June 30, 2019</p>	<p>ACCET December 15, 2015</p>
<p>ECI: Education and Cultural Interactions, Inc.* Academic and Cultural Exchange (ACE) Randall University P.O. Box 7208 Moore, OK 73153 Tel. : 405-810-8314 Toll-Free: 1-888-446-5437 Fax: 405-810-8714 *Address change March 2010 ** Suite # change March 2012 ***Address change September 2016</p>	<p>Ms. Olga Aceska President, CEO oceska_eci@ionet.net Ms. Joyce Crawford Academic Coordinator Esl.eci@ionet.net Web sites: www.eciprograms.com www.ace-programs.com</p>	<p>May 31, 2019</p>	<p>ACCET August 15, 2019 CEA April 2018</p>

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3.6 Contractual Arrangements Between Higher Education Institutions and Other Entities

Purpose of Policy

3.6.1

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.

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.

Policy Procedures

3.6.5 Procedures

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

Related Policy Information

Forms for requesting a contractual agreement can be found online at <http://www.okhighered.org/admin-fac/academic-forms/> and in the Forms and Reference Information section of this handbook.

Concurrent Enrollment of High School Students in Technology Programs

Some higher education institutions, in partnership with Oklahoma's career technology centers, have been approved to allow high school students to enroll in technical programs and courses under separate admission standards noted below. High school students taking courses at technology centers that are part of an approved Associate in Applied Science degree program may take these courses for college credit if the students meet the admission requirements.

Note: These Concurrent Enrollment admission standards apply to students enrolled in an Associate of Applied Science degree program and not students enrolled in unrelated technology programs.

Eleventh or twelfth grade students enrolled in an accredited high school and home schooled students or students from unaccredited high schools who have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school are eligible to be admitted to a college or university in The Oklahoma State System of Higher Education that offers technical AAS and certificate programs and enroll in technical courses only.

2017-2018 Admission Standards for Concurrent Enrollment of High School Students in Technology Programs:			
	<u>Option 1</u> ACT	<u>Option 2</u> Pre ACT	<u>Option 3*</u> High School GPA
Regional Universities	19	19	2.5
Community colleges	19	19	2.5

* Home schooled students and students from unaccredited high schools or unrecognized accredited high schools are not admissible by virtue of high school GPA.

The required ACT score is the composite score without the writing component.

In addition to meeting the requirements above, students must provide a letter of support from the high school counselor and written permission from a parent or legal guardian. All other concurrent admission policy requirements remain in effect for technical students, including retention standards.

Frequently Asked Questions

1. *What is a contractual arrangement?*
A contractual arrangement is 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.
2. *Which colleges can develop and complete a cooperative agreement program?*
Any college or university that is functioned and approved to offer the Associate in Applied Sciences (AAS) degree can develop and complete a cooperative agreement program with a technology center.
3. *Who sends and who receives notification of the approved cooperative agreement program?*
The Chancellor sends an official letter of notification that the cooperative agreement program has been approved to the president of the college requesting approval and a copy to the Oklahoma Department of Career Technology Education director.
4. *What is the definition of “successful completion” of college hours?*
“Successful completion” of college hours is defined as a grade of “D” and above. It should be noted that some cooperative agreement programs may have a higher grade standard for successful completion.
5. *Will students pay full tuition and fees at both institutions?*
Tuition and fee policies will be defined in the documents of the cooperative agreement program.
6. *Is the coursework as part of contractual arrangement transcribed semester by semester?*
Cooperative agreement programs are required to have a description of how student records will be maintained and how academic credit will be at the time the course is completed.
7. *When is credit awarded for prior learning placed on transcripts?*
Credit awarded for prior learning shall be transcribed consistent with the *Credit for Prior Learning* policy.

8. *What is the duration of an approved cooperative agreement program?*
There is no limitation specified in the policy. The cooperating institutions may choose to set a time period in the cooperative agreement program proposal; however, a time period is not required.
9. *Can high school seniors who are enrolled in career technology courses receive a concurrent enrollment tuition waiver?*
No, the tuition waiver is only for high school seniors who are attending a State System institution or are enrolled in a program as part of a contractual arrangement.
10. *Can high school students have the administrative fees waived?*
Yes, under specific guidelines the administrative fees may be waived for the student and paid by the technology center.
11. *How should credit awarded through a contractual arrangement be identified on transcripts?*
Per State Regents' policy 3.6.5.A.3, all credit awarded through contractual arrangements shall be appropriately identified by source and method on the transcript.
12. *What are the percentage thresholds that require either HLC notification or approval?*
The initiation of a contractual arrangement wherein an institution outsources some portion of one or more of its educational programs to any of the following parties: an unaccredited institution; an institution that is not accredited by an accreditor recognized by the U.S. Department of Education; or a corporation or other entity:
- less than 25% of any educational program outsourced to the other party requires HLC NOTIFICATION;
 - 25%-50% of any educational program outsourced to the other party requires prior HLC APPROVAL;
 - more than 50% of any educational program outsourced to the other party will receive intense scrutiny and will not be approved by the HLC except in exceptional circumstances. (Note that 34 CFR 668.5(3)(ii)(A) provides that educational programs provided through contractual arrangements between an accredited institution and an ineligible entity wherein more than 50% of the educational program is being provided by the ineligible entity will not receive Title IV assistance even if approved by the accreditor.)
13. *Are institutions required to employ qualified faculty to enter into a contractual arrangement with a technology center or other entity?*
Yes, per State Regents' policy 3.6.5.B, all faculty teaching in contractual arrangements shall adhere to established HLC standards and assumed practices and State Regents' requirements regarding faculty qualifications
14. *What is the standardized statewide academic service fee that applies to contractual arrangements?*
The State Regents' approved fee is \$8 per credit hour.
15. *How do institutions apply credit earned for students who are enrolled in a contractual arrangement?*
If these students are co-enrolled each term then the institution shall post grades at the end of each term.
16. *Is credit awarded in a contract with a technology center or other entity applied as resident credit?*
Yes, per HLC Assumed Practices B.1.b, credit awarded through contract can be applied as resident credit, provide the contractual relationship is approved by the HLC.

Approval and Revisions

Adopted October 17, 1988. Revised January 24, 1997; June 29, 2001; March 31, 2005; June 29, 2006; February 12, 2009; January 29, 2015; and June 30, 2016.

The January 24, 1997 revisions allowed universities with AAS degrees to participate in cooperative agreements, created a statement of purpose and principles, allowed the enrollment of high school students, strengthened reporting requirements, established a COI committee, required collaborative workshops, and eliminated language requiring a preliminary evaluation.

The June 29, 2001 revisions renamed the policy to reflect the name change of the technology centers, added statements emphasizing that college credit is awarded only by the higher education institution, and emphasizing the consumer protection requirements.

March 31, 2005, the State Regents approved pilot programs for Oklahoma City Community College, Northern Oklahoma College, and Western Oklahoma State College to enter into alliance partnerships and cooperative agreements with specific career technology centers. The pilot programs required policy exceptions for these institutions to lower concurrent enrollment standards for high school students involved in the cooperative agreements.

The June 29, 2006 revisions included minor language and formatting changes only.

February 12, 2009, The State Regents approved revisions formalized the pilot programs created in 2005 and created a policy framework designed to increase quality and collaboration between higher education and technology centers, increase student access and success, and increase degree completion.

The January 29, 2015 revisions aligned the policy with HLC standards for accreditation and assumed practices and transforming the policy into a contractual arrangement policy for all entities rather than a cooperative agreement policy for only technology centers. Additionally, the revisions strengthened higher education's oversight of programs through control and assessment of academic programs, control and oversight of faculty and their credentials, increased academic rigor, transparency, and accountability.

On June 30, 2016, the policy was revised to ensure that contractual arrangements would be limited to technical certificates and/or AAS programs.

Related Policies

3.1 Institutional Accreditation

3.4 Academic Program Approval

3.7 Academic Program Review

Purpose of Policy

3.7.1

In carrying out constitutional responsibilities within the framework of 70 O.S. §3208 (2001), the State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in functions and educational programs. Each institution has a distinct mission, academic expertise and understanding of its own programs; the institutionally developed review reports will be the foundation of the statewide review process. It is therefore both desirable and necessary that institutions provide leadership in developing processes and criteria for the review of educational programs and functions at the campus level. The results of institutions' review of educational programs in connection with this policy will be utilized at the campus level to make determinations about the quality and efficiency of instructional programs. Also, the outcomes of such program review will assist the State Regents in decision making at the state level with regard to educational programs and functions.

3.7.4 Program Review Principles

All degree programs in the State System are scheduled for review on a five-year cycle. The review of programs will encompass all levels of degree programs. Certificates embedded in a degree program will be included in the associated degree program review. Certificates not embedded in a program will be reviewed independently. Institutions that have programs with special accreditation status may request the program review coincide with the accrediting body's review cycle. The institution must provide documentation from the accrediting body to set the review cycle. Research institutions may request an alternative review schedule.

At the core of the review process is the selection of criteria to be used in the evaluation. Both qualitative and quantitative criteria must be included in the review process. Careful collection and analysis of data is essential to the review process. The various criteria may be weighted differently for each program depending upon its objectives; the evaluation should make clear the relative weight given to the criteria by the institution.

3.7.6 Low Productivity Review Process

Annual reports on low producing programs will be generated and sent to institutions. Programs that do not meet the minimum productivity standards listed in Section 3.7.5.B.3 will be identified for external review as detailed below. Programs identified for low productivity must be reviewed within one year of State Regents' notification of the required review. State Regents' staff will review and determine exceptions for low-producing programs based on the institution's report.

Programs identified for external review must be granted an exception or be reviewed by an external review team as outlined below. Programs justified through either process will be placed back into the five year cycle.

Policy Procedures

3.7.7 Program Review Reports

Although the length of a written evaluation can be expected to vary with the complexity of the program under consideration, a comprehensive analysis and assessment should be possible within ten or fewer pages. Each program review report must be submitted to the institutional governing board prior to submission to the State Regents and will include the following.

A. Report Format

1. Introduction. This section should reference the general process of the review, including a list of participants (internal or external reviewers) in the review process and any unique features of the review, such as the use of outside consultants or conducting the review in relation to an accreditation visit.

If the program has been reviewed previously, this section should include a brief summary of prior recommendations and how they were addressed.

2. Executive Summary. The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.
3. Analysis and Assessment. This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.
4. Program Review Recommendations. This section should start with a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations; for example, expand program, maintain program at current level, reduce program in size or scope, merge or consolidate program, reorganize program, suspend program or delete program.

Recommendations should be clearly linked and supported by the information and analyses that were articulated in the previous sections and should contain a realistic strategy for implementation of any changes. For example, if the program is recommended for expansion and will require additional resources, the institution will develop a plan for the acquisition or allocation of such resources. If the program is recommended for deletion, the institution will include a plan that outlines the following: personnel matters, number of students enrolled in the program and plans to accommodate them, and identify resources and the amount that will be available for reallocation.

If the program is recommended for suspension it will be placed in an inactive status, with no students recruited or admitted to the program, and the program will not be listed in the college/university catalog. The program will be reinstated or deleted within three years or other specified period designated when placed on suspension.

B. State Regents' Review and Action

The State Regents' staff will review the respective institutions' program reviews. The staff may request additional information or evidence at this time from the institution. Following the completion of the State Regents' staff review, the staff will provide summary of the report and recommendations to the State Regents'. State Regents' action will be conveyed in writing to the institution's president.

C. Monitoring the Review Process

Each institution will monitor the program review process and modify internal procedures to improve its effectiveness. The State Regents' staff will monitor the overall process and suggest improvements as appropriate.

Related Policy Information

The form for reporting program reviews, executive summaries, low-productivity programs, and external program reviews (including an example of a Conflict of Interest Statement) can be found online at <http://www.okhighered.org/admin-fac/academic-forms/> and in the Forms and Reference Information section of this handbook.

For low producing programs, the program may be granted an exception to remain low producing and be placed back into the regular five-year review cycle (rather than annual reviews). Low producing will continue to be reviewed annually as long as they remain low producing with no exception granted.

State Regents' staff will review the low producing program reports in the context of the exceptions listed in 3.7.6 A or based on the external review described in 3.7.6 B. Institutions are expected to provide a strong rationale to support an exception based on exceptions 1-7 in 3.7.6 A.

In the external review process (3.7.6. B), institutions must ensure the absence of conflicts of interest by the evaluators selected. An example of the "Conflict of Interest Form" used by the State Regents is provided as an example.

Frequently Asked Questions

1. *What are examples of direct instructional costs (3.7.5.B.4 c. direct instructional cost for the program for the review period)?*

While not an exhaustive list, such examples include costs associated with faculty, equipment, labs [including student wages associated with laboratory set-up], materials, professional development, etc.

2. *Can an institution that has a program with speciality accreditation request a program review to coincide with the accrediting body's review cycle?*

Yes. The institution must submit a letter from the President to the Chancellor requesting the use of specialty accreditation in lieu of the 5-year program review cycle and provide documentation from the accrediting body to set the review cycle.

Approval and Revisions

Adopted October 23, 1985. Revised January 26, 1996; September 5, 1997; January 29, 1999; June 29, 2006; and June 23, 2011.

On January 26, 1996 the State Regents approved revisions adding statements on the institution's mission, quality indicators, and effective use of program resources, and role of the governing board, and review by State Regents' staff. Additionally, minimum productivity standards were approved.

The September 5, 1997 revisions included adding provisions for technology and unnecessary program duplication. These revisions were effective with the Spring 1998 semester.

The January 29, 1999 revision added a category for program suspension.

The June 29, 2006 revisions moved some procedural information to this handbook.

On June 23, 2011 the State Regents' approved revisions that added new definitions, program review criteria to provide sufficient flexibility for institutions, established a process for external review of programs not meeting productivity standards and established criteria for continuation of low producing programs, clarified the requirements and processes for the program review report, renamed and expanded sections.

Related Policies

3.4 Academic Program Approval

3.8 Approval of Changes in Academic Structure and Nomenclature

Purpose of Policy

3.8.1

Historically, the State Regents have dealt with those changes in academic structure and nomenclature at institutions which have carried future budgetary implications, since the State Regents exercise Constitutional responsibility for recommending to the State Legislature the budget allocations to each institution. The following statement of policy serves to guide the State Regents and institutions of the State System with respect to the submission of requests to the State Regents by institutions for the establishment of new schools and colleges, and for instituting changes in the nomenclature of organizational units.

Authority

The State Regents have the constitutional responsibility for recommending budget allocations to the legislature, any changes that may have budgetary implications must be documented.

Policy Procedures

3.8.2 Guidelines

After obtaining governing board approval, institutions in the State System shall submit to the State Regents proposed changes in academic nomenclature and organization which carry future implications for the addition of new educational programs or the need for future budgetary resources to underwrite the function of instruction and departmental research. Following are examples of proposed changes which should be submitted to the State Regents for consideration and possible approval:

- A. The creation of a new instructional unit (department, school, college, etc.), where none existed before.
- B. The division of a single department or other instructional unit into two or more parts.
- C. The upgrading of an existing instructional unit to a higher level or status than previously, such as the upgrading of a department to the status of a school or college.

The following changes in nomenclature or academic organization need not be submitted to the State Regents for approval:

- A. A simple change in nomenclature which does not affect the level or status of an instructional unit. For example, in the event that the Department of Technical Education at an institution was changed to the Department of Technical Science, such a change would not require the approval of the State Regents. However, the change should be reported to the State Regents for informational purposes.
- B. The changing of a department or other minor instructional unit from one college to another which does not affect the level or status of the lesser organizational unit. For example, shifting the Department of Psychology from the College of Arts and Sciences to the College of Education would not require prior approval.

Approval and Revisions

Approved June 22, 1971. Revised June 29, 2006. The June 29, 2006 revisions included only minor language and formatting changes.

Related Policies

3.4 Academic Program Approval

3.7 Academic Program Review

3.9 Institutional Admission and Retention

Purpose of Policy

3.9.1

The *Institutional Admission and Retention* policy establishes minimum curricular requirements, criteria, and standards for admission to State System institutions, as well as standards for retention in institutions. Admission to all associate and baccalaureate programs must conform to these standards.

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

Retention policies should be directly and simply stated for ease in interpretation, application, administration, and monitoring. The foremost concern of these policies should be student success. Thus an early notification to students experiencing academic difficulties must be inherent in such policies. And, finally, quality retention policies must have academic integrity.

Each institution's governing board should approve any change in institutional admission standards prior to State Regents' approval.

Authority

State Statute 70 O.S., Supp. 1989, 628.13 provides for concurrently enrolled high school students at State System colleges and universities.

State Statute 70 O.S. §11-103.6 provides the current high school graduation requirements.

Policy Procedures

3.9.3 Admission of First-Time Freshmen: Curricular Requirements

- A. High School Curricular Requirements for Admission to Programs Leading to AA, AS and Baccalaureate Degrees

English	4 units	Grammar, composition, literature; should include an integrated writing component (NOTE: Journalism, speech, reading, and ESL courses may NOT be used.)
Mathematics	3 units	Algebra I, Algebra II, geometry, math analysis, trigonometry, pre-calculus, statistics and probability (<i>must have completed Geometry and Algebra II</i>), calculus, Advanced Placement Statistics (NOTE: Applied math courses, computer science, intermediate algebra, and mathematics of finance may NOT be used.)
Laboratory Science	3 units	Biology, chemistry, physics, or any laboratory science certified by the school district (NOTE: General science courses may NOT

		be used; Effective Fall 2004, the only applied science courses that may be used is Principles of Technology. Effective Fall 2010, students will be required to complete three lab science courses.)
History and Citizenship Skills	3 units	Including 1 unit of American History and 2 units from the subjects of History, Government, Geography, Economics, and/or Non-Western Culture (NOTE: Anthropology, psychology, and sociology courses may not be used. One half unit combinations OR one full unit may be used to meet the requirement. Courses about non-Western culture should teach students about cultures and traditions other than their own.)
Other	2 units	From any of the subjects above, computer science, foreign language, or any Advanced Placement course (excluding studio art courses). (NOTE: Courses excluded from subject categories above are also excluded from the “other” category. A computer science courses used to fulfill this requirement should include programming and convey an understanding of computer hardware. Courses that teach business computer applications will also be accepted. These courses will typically include more than one type of application, for example, word processing, databases, spreadsheets, and graphics programs. Keyboarding and other courses designed to teach typing skills may NOT be used. Effective 2010, 2 units will be required.)
Total	15 units	

Four additional units are also recommended for college preparation: 1 unit of mathematics, 1 unit of laboratory science, and 2 units of speech or fine arts (music, art, or drama). First-time entering students must meet assessment requirements before enrolling in college-level courses. See the State Regents’ *Student Assessment and Remediation* policy for more information.

Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents’ approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents’ approval. To request for a course to be reviewed, a high school shall complete the “Request for High School Course Review” form that is listed within the forms and references section of this document.

3.9.4 Admission of First-Time Freshmen: Performance Requirements

A. Minimum High School Performance Criteria for First-Time-Entering Students

	Option 1 Minimum ACT/ SAT	Option 2 Minimum GPA and Class Rank	Option 3
University of Oklahoma	24/1160 ¹ or 1090 ² AND 3.0 GPA or top 50%	3.0 GPA AND top 25%	Students who do not meet option 1 or option 2 admission requirements are considered for admission through a holistic admission review and selection process. The holistic admission process considers several factors that predict academic success (high school GPA, high school course rigor, academic engagement, writing ability, leadership and ACT/SAT scores).
Oklahoma State University	24/1160 ¹ or 1090 ²	3.0 GPA AND top 33%	3.0 GPA AND ACT 21/SAT 1060 ¹ or SAT 980 ²
	<p style="text-align: center;">Option 4 ACT/SAT or High School GPA plus Cognitive Factors and Non-Cognitive Factors³</p> <ul style="list-style-type: none"> • Students who score between current OSU admission standards and the minimum State Regents' standards (ACT 22/SAT 1100¹ or SAT 1020² or un-weighted high school core curriculum GPA of at least 3.0) • Cognitive Factors (60 percent) • Non-Cognitive Factors (40 percent) 		
University of Science and Arts of Oklahoma	24/1160 ¹ or 1090 ² AND 3.0 GPA or top 50%	3.0 GPA AND top 25%	3.0 GPA AND ACT 22/SAT 1100 ¹ or SAT 1020 ²
Regional Universities	20/1020 ¹ or 940 ²	2.7 GPA AND top 50%	2.7 GPA
Community Colleges	No minimum required		

For more information regarding OU's admission requirements, visit:

http://www.ou.edu/content/admissions/home/requirements/undergraduate/freshman_admission.html.

First-time entering students must also meet assessment requirements before enrolling in college-level courses. See the State Regents' *Assessment and Remediation* policy for more information.

¹ This score is valid for SATs administered on or after March 5, 2016. This score is based on College Board's Concordance Table that was published on May 9, 2016. It is subject to change.

² This score is valid for SATs administered before March 5, 2016.

³ Cognitive: Noted academic admission standards; quality, quantity and level of coursework throughout the entire high school program; completion of a progressively challenging math sequence, demonstrated by performance; and class rank taken in context with academic rigor and class size of high school attended. Non-Cognitive: Students must demonstrate strengths in non-cognitive factors such as positive self-concept, realistic self-appraisal, long-term goals, leadership experience, community, and knowledge in an acquired field.

3.9.5 International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.4 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

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

A. First-Time Undergraduate and Graduate Students

1. Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Examination.

Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

Undergraduate students must meet the following minimum scores:	
TOEFL Test	Minimum Score
Internet-Based	61
Computer-Based	173
Paper-Based	500
IELTS Test	5.5

For undergraduate students, OU requires a score of 550 or higher on the paper-based TOEFL, a 213 or higher on the computer-based TOEFL, a 79 or higher on the Internet-based TOEFL, or a 6.5 or higher on the IELTS under this admission option.

Graduate students must meet the following minimum scores:	
TOEFL Test	Minimum Score
Internet-Based	79
Computer-Based	213
Paper-Based	550
IELTS Test	6.5

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

Undergraduate students must meet the following minimum scores:	
TOEFL Test	Minimum Score
Internet-Based	48
Computer-Based	140
Paper-Based	460
IELTS Test	5.0

For undergraduate students, OU requires a score of 500 or higher on the paper-based TOEFL, a 173 or higher on the computer-based TOEFL, a 61 or higher on the Internet-based TOEFL, or a 5.5 or higher on the IELTS under this admission option.

Graduate students must meet the following minimum scores:	
TOEFL Test	Minimum Scores
Internet-Based	61
Computer-Based	173
Paper-Based	500
IELTS Test	5.5

3. High School Performance. Undergraduate students must successfully complete the high school core requirements in or graduate from a high school where English is the primary teaching language in a country where English is a primary language and demonstrate competency through the State Regents' *Student Assessment and Remediation* policy.
4. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.
5. Institutional Discretion. In extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

B. Undergraduate Transfer Students

See 3.10.3 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.6 Special Admission

Students admitted must meet curricular standards as defined in section 3.9.3 and must meet the high school performance criteria as defined in section 3.9.4. The only exceptions are students admitted in the following special admission categories.

A. Special Non-Degree Seeking Student

Students who wish to enroll in courses without intending to pursue a degree may be permitted to enroll in no more than nine credit hours without submitting academic credentials or meeting the academic curricular or performance requirements of the institution of desired entry. Retention standards will be enforced. Once a student has completed the designated number of hours, the student is required to meet the formal admission or transfer criteria for the institution of desired entry in order to enroll in additional course work. (This provision is not intended to be limited only to first-time-entering students.)

The president or the president's designee may allow non-degree seeking students to exceed this initial nine credit-hour limit on an individual student basis. Such exceptions may be made for non-degree seeking students only who meet the retention standards and must be appropriately documented and reported to the State Regents annually.

Students seeking to enroll concurrently while enrolled in high school, receiving home-schooled instruction, or enrolled in a non-recognized accredited or unaccredited high school shall be admitted consistent with the *Concurrent Enrollment of High School Students* policy.

B. Alternative Admission

Research and regional institutions may admit 8 percent of the number of previous year's first-time freshmen or 50 students (whichever is greater) without the students having met the State Regents' high school curricular or performance admission requirements. Institutions admitting students through the alternative admission category must have formally established admission criteria on file at the State Regents' office.

C. Adult Admission

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

2. Any student who:

- a. is not a high school graduate but whose high school class has graduated; and
- b. has participated in the ACT program or similar battery of tests is eligible for admission to any of the community colleges in the State System.

Students utilizing a test other than ACT will have their scores converted to ACT equivalents. A GED recipient's high school class must have graduated to be eligible for admission. The president or the president's designee may allow exceptions on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.

D. Home Study or Non-Recognized Accredited or Unaccredited High Schools

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

1. The student must have participated in the ACT or SAT program and achieved the requisite composite score, as defined by the State Regents, for admission to the institution the student wishes to attend as defined in section 3.9.4 above. OU is authorized by the State Regents to require a minimum high school GPA, class rank, or GED average standard score along with a requisite composite score.
2. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.
3. The student must satisfy the high school curricular requirements for the institution to which the student is applying, as certified by the school or for home study, the parent.

E. Opportunity Admission Category

Students who have not graduated from high school whose composite standard score on the ACT without the writing component places them at the 99th percentile of all students using Oklahoma norms, or whose combined critical reading and mathematical score on the SAT without the writing component places them at the 99th percentile of all students using national norms may apply for full enrollment at a college or university of the State System. The college or university will determine admissibility based on test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

ACT and SAT 99 th Percentile Scores	
ACT: 32	SAT: 1450 ¹ or 1410 ²

F. Correspondence Study Enrollment

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

G. Summer Provisional Admission Program (Research and Regional Universities)

1. Student Admission Requirements

¹ This score is valid for SATs administered on or after March 5, 2016. This score is based on College Board's Concordance Table that was published on May 9, 2016. This score is subject to change.

² This score is valid for SATs administered before March 5, 2016.

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

- a. Be a first-time-entering student.
- b. Graduate from an accredited high school or achieve a high school equivalency certificate based on the GED. The student's high school class of his or her peers must have graduated. The president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions, including subsequent student academic performance, will be reported to the State Regents upon request.
- c. Meet the State Regents' curricular requirements for admission.
- d. Have a minimum composite ACT of 18 or a minimum high school grade-point average of 2.5 to be admitted to a research university; or have a minimum composite ACT of 17 or a minimum high school grade-point average of 2.5 to be admitted to a regional university.
- e. Participate in assessment for placement purposes. If the need for remedial course work is indicated, the student must successfully complete the required developmental course work prior to entering this provisional program.

The final admission decision will be made by the appropriate institutional officials based on the applicant's academic performance and potential for success. OU will only consider Oklahoma residents for this admission category.

2. Program Requirements

- a. Enrollment is restricted to the summer session immediately following the student's high school graduation.
- b. Each student is required to register for a minimum of two summer session core academic courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:
English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

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

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

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

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

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

- c. It is expected that these courses will be taught with equivalent rigor in presentation, assignments, and grading as the same courses taught during the regular semesters. Institutions are encouraged to use regular faculty members.
- d. Students admitted in this program will be required to participate in academic support programs designed to enhance their success. Such services should include academic tutoring, mentoring opportunities, career counseling, diagnostic testing, etc.
- e. To continue, the provisionally admitted student must complete a minimum of six credit hours in the summer as specified above with no grade lower than a "C." Such students will be admitted as a regular university student in the subsequent semester.
- f. A provisionally admitted student who does not meet the academic requirements previously detailed will be unable to enroll for further work at the university until such time as the student is eligible for regular transfer admission as detailed in the State Regents' *Undergraduate Transfer and Articulation* policy.

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

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

I. Concurrent Enrollment of High School Students

The admission and retention standards for concurrent enrollment students are detailed within the State Regents' *Concurrent Enrollment* policy.

3.9.7 Admission by Transfer

See 3.10.3 subsection A for Admission by Transfer within the State System requirements and subsection B for Admission bycv gbnm,.; Transfer from Non-State System Institution requirements.

3.9.8 Retention Standards

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

A. GPA Requirements

All students must maintain a 2.0 GPA for the duration of the college experience with the exception of freshmen on academic notice and academic probation. A student will be placed on academic probation if the following requirements are not met:

Credit Hours Attempted	GPA Requirement
0 through 30 semester credit hours	1.7
Greater than 30 semester credit hours	2.0

Students with 30 or fewer credit hours, with a GPA of 1.7 to less than 2.0 will be placed on academic notice. All courses in which a student has a recorded grade will be counted in the calculation of the GPA for retention purposes excluding any courses repeated, reprieved or renewed as detailed in the State Regents' *Grading* policy, remedial/developmental (pre-college) courses, and physical education activity courses.

Any student not maintaining satisfactory progress toward the academic objective as indicated above will be placed on probation for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in regularly-graded course work, not to include activity or performance courses, or meet the minimum GPA standard required above, in order to continue as a student. Students not meeting either of these criteria will be immediately suspended and may not be reinstated until one regular semester (Fall or Spring) has elapsed.

Students suspended in the Spring semester may attend, at the discretion of the suspending institution, the summer session immediately following Spring suspension. However, such students may enroll only in core academic courses which meet the general education requirements or degree requirements. The student's transcript will note suspension at the end of the Spring semester. For students who fail to achieve retention standards after the summer session, the phrase "suspension continued" should be entered on the transcript at the end of the summer session. Only students under first-time suspension status at the suspending institution are eligible. To continue in that Fall semester, such students must achieve a 2.0 semester GPA or raise their GPA to the required level.

B. Suspension of Seniors

An institution may allow a student with 90 or more hours in a specified degree program who has failed to meet the retention GPA of 2.0 or the semester GPA of 2.0 to enroll in up to 15 additional semester hours in a further attempt to achieve the retention GPA requirement. During this 15 hours of enrollment, the student must achieve a minimum 2.0 semester GPA during each enrollment or raise the GPA to 2.0 or above. This senior suspension exception can be exercised only once per student.

C. Academic Suspension Appeals

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

D. Readmission of Suspended Students

Students who are academically suspended by an institution will not be allowed to reenter the suspending institution for at least one regular semester (Fall or Spring) except as noted above. Such students are readmitted on probationary status and must maintain a 2.0 GPA average each semester attempted while on probation or raise their GPA to the designated level. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards.

E. Reinstatement of Suspended Students at System Institutions

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

3.9.9 Principles

The following principles are intended for use as guidelines for interpretation of policies on admission and retention at colleges and universities of the State System.

- A. Any Oklahoma resident, upon graduation from an accredited high school or completion of the GED, should have the opportunity of continuing his or her education at some institution in the State System.
- B. Admission and retention policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in the State System.
- C. There should be sufficient flexibility in admission and retention policies to permit institutions to make exceptions in worthy and extraordinary cases. Each case must be documented and the institution must report annually to the State Regents on the exceptions made.
- D. Admission and retention policies should be stated in such a manner that they are easily understood.
- E. Admission and retention policies should be administratively feasible and should be periodically and systematically reviewed.
- F. Residents of Oklahoma should be given preference.
- G. Admission and retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.
- H. Admission and retention policies should provide for uniformity in the transfer of students among institutions.

- I. Students should make satisfactory progress toward an educational objective within a reasonable period of time as specified in policy.
- J. Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.
- K. Students suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.
- L. Provisions in other State Regents' policies are subject to the requirements specified in this policy.
- M. Institutional and individual programs' admission and retention policies should be considered minimum standards. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).

3.9.10 Non-Academic Criteria for Admission

- A. In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider the following non-academic criteria in deciding whether a first-time applicant or a transfer student shall be granted admission:
 - 1. Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.
 - 2. Whether an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.
 - 3. Whether an applicant's conduct has been such that if, at the time of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.
- B. If the institution finds that an applicant has any of the above, then the institution shall deny admission to applicant if it decides that any of the events described in 3.9.10.A.1, 3.9.10.A.2, or 3.9.10.A.3 indicates the applicant's unfitness, at the time of application, to be a student at the institution to which application is made.

If an applicant is denied admission on any of the foregoing grounds, there must be substantial evidence supporting the basis for denial. In addition, the applicant must be afforded adequate procedural safeguards, including the following:

- 1. Be advised of the ground of the denial.
- 2. Be informed of the facts which form a basis of the denial.
- 3. Be afforded an opportunity to be heard.

Institutions should establish a hearing committee or some other appropriate mechanism to guarantee the proper administration of the procedural safeguards outlined above.

3.9.11 Professional Program Admission Standards

The State Regents set admission standards for the following professional programs:

OU College of Law
OU College of Medicine
OSU College of Osteopathic Medicine
OU Doctor of Pharmacy
OU School of Dentistry
NSU College of Optometry
OSU College of Veterinary Medicine

For detailed admission criteria for these programs, see the State Regents' *Professional Programs* policy.

The State Regents also set minimum admission standards for teacher education programs in the State System. For detailed admission criteria for these programs, see the State Regents' *Teacher Education* policy.

Related Policy Information

Effective Fall 2004, only the applied Principles of Technology course may be accepted as a substitute for the State Regents high school curricular requirement in laboratory science. No other science or mathematics course is accepted.

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

In February 2000, Principles of Technology was approved to continue as a substitute for a science course required for college admission, because the college performance of students taking this course was comparable to the college performance of all freshmen.

In March 2001, the State Regents discontinued the allowance of the Applied Mathematics course as an alternative for college admission, because a second review of data indicated that students taking this course did not perform as well as all freshmen.

In February 2000, the State Regents examined data on the performance of Applied Biology/Chemistry students. When compared to all freshmen, the students had a greater percentage of ACT science scores below 19, comparable or slightly lower retention rates, earned about the same number of college credits, and had a higher percentage of college GPAs below 2.0. While these results indicated that students taking Applied Biology/Chemistry did not perform as well as all freshmen, the State Regents determined that student performance was sufficient to warrant an extension of the pilot study for one more year, until new data were collected and analyzed. In February 2002, the pilot study was extended through the 2002-03 academic year with reevaluation in Fall 2002.

In November 2002, the State Regents determined that the Applied Biology/Chemistry students did not perform as well as desired and allowed the pilot study to expire in Spring 2003, with the course no longer accepted effective with Fall 2004.

The required ACT score is the composite score without the writing component. The required SAT score is the combined critical reading and mathematical score without the writing component.

For teacher education program admission requirements, see the Teacher Education section of this handbook. For admission requirements to other specific professional programs, see the Professional Programs section of this handbook.

NSU was authorized by the State Regents to require higher performance standards in June 1988 and again in September 1992. When the standards were raised for all regional universities in Fall 2000, NSU's requirements matched other regional universities and no longer needed special authorization.

OSU was authorized by the state Regents in May 2004 to incrementally increase admission standards annually until summer 2007.

USAO was authorized by the State Regents in June 2005 to incrementally increase admission standards annually until Fall 2010.

Admission standards are distributed annually by the State Regents in this document, distributed to high school counselors each Spring, and posted on the State Regents' web site.

Oklahoma State Regents for Higher Education
ACT–SAT Concordance

The ACT and SAT are different tests that measure similar but distinct constructs. The ACT measures achievement related to high school curricula, while the SAT measures general verbal and quantitative reasoning.

This concordance table does not equate scores, but rather provide a tool for finding comparable scores.

ACT Composite Score	SAT (Evidence Based Reading & Writing + Math)*
36	1600
35	1560
34	1520
33	1490
32	1450
31	1420
30	1390
29	1350
28	1310
27	1280
26	1240
25	1200
24	1160

23	1130
22	1100
21	1060
20	1020
19	980
18	940
17	900
16	860
15	810
14	760
13	720
12	630
11	560

Source: College Board. Published on May 9, 2016 (these scores are subject to change). This is valid for SATs administered on or after March 5, 2016.

ACT Composite Score	SAT Score Critical Reading + Math (Score Range)
36	1600
35	1540-1590
34	1490-1530
33	1440-1480
32	1400-1430
31	1360-1390
30	1330-1350
29	1290-1320
28	1250-1280
27	1210-1240
26	1170-1200
25	1130-1160
24	1090-1120
23	1050-1080
22	1020-1040
21	980-1010
20	940-970
19	900-930
18	860-890
17	820-850
16	770-810
15	720-760
14	670-710
13	620-660
12	560-610
11	510-550

Source: ACT, Inc., Issued June 2008 (Valid for SATs administrated prior to March 5, 2016).

Retention Standards

The original retention standards were approved in 1962 and included the following:

- 24-36 hours, 1.4 GPA required
- 37-72 hours, 1.6 GPA required
- 73-108 hours, 1.8 GPA required

On August 30, 1984, the State Regents raised the retention requirement (effective July 1, 1985) to the following:

- 24-36 hours, 1.6 GPA required
- 37-72 hours, 1.8 GPA required
- 73 or more hours, 2.0 GPA required

On December 17, 1990, the policy was revised to allow freshmen with fewer than 30 hours to be put on academic notice with a GPA of 1.7, rather than probation, to allow freshmen more time to adapt to college.

On May 24, 1991, the State Regents implemented an incremental change in the retention requirements as follows:

- Effective Fall 1991:
 - 12-60 hours, 1.7 GPA required
 - More than 60 hours, 2.0 GPA required
- Effective Fall 1992:
 - 6-45 hours, 1.7 GPA required
 - More than 45 hours, 2.0 GPA required
- Effective Fall 1993:
 - 0-30 hours, 1.7 GPA required
 - More than 30 hours, 2.0 GPA required

Frequently Asked Questions

1. *Does a student have to be full-time to be admitted under the Opportunity Admission category?*
No, policy states that students eligible for Opportunity Admission "may apply for full enrollment," but does not specify that they must be full-time students. Additionally, the last paragraph of the Concurrent Enrollment section of the State Regents' *Institutional Admission and Retention* policy says that all others not qualified by grade level [for concurrent enrollment] might be considered for full enrollment or concurrent enrollment under the Opportunity Admission category.
2. *Can a student who does not have the required TOEFL score but has completed an IEP out-of-state be admitted?*
The policy is specific that the IEP must be State Regents' approved. Students from an out-of-state IEP are encouraged to retest to demonstrate proficiency. In extraordinary and deserving cases, policy allows the president or the president's designee to admit the student in lieu of meeting the specified criteria. Institutions allowing exceptions must report annually to the State Regents.
3. *Can Institutions have Reciprocal Agreements for waiving tuition for students from bordering states?*

Yes, State Regents' policy specifies that institutions have the authority to waive nonresident fees. It is not uncommon for students from bordering states in an institution's service area to be granted nonresident fee waivers. If institutions have reciprocal agreements with institutions in bordering states, there is no conflict with State Regents' policy.

4. *Is there a policy that specifically prevents felons from enrolling at institutions?*

No, the State Regents' policy *Non-Academic Criteria for Admission* (3.9.10) allows institutions to consider an applicant's fitness for admission if an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.

5. *Is a first-time entering student the only student eligible for special admission under the Special Non-Degree Seeking Student provision?*

No, this provision is not intended to be limited only to first-time entering students.

6. *Are students that have not graduated from a high school eligible for admission to an Oklahoma college or university?*

Yes, under the Opportunity Admission Category, the college or university will determine admissibility based on ACT or SAT test scores, evaluation of the student's level of maturity and ability to function in the adult college environment, and whether the experience will be in the best interest of the student intellectually and socially.

Approval and Revisions

The first admission policy was adopted in March 1962 and revised July 25, 1967; October 26, 1971; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; December 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; August 16, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; April 11, 1997; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; May 30, 2003; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005; June 29, 2006; June 24, 2010; May 16, 2013; June 30, 2016; and May 26, 2017.

The July 25, 1967 revisions included a complete revision of the policy by creating different admission standards for four tiers (universities, senior colleges-group I, senior colleges-group II, and two-year colleges and technical institutes) and multiple criteria for admission.

The October 26, 1971 revisions added provisions for the use of non-academic criteria in the admission of students.

The February 25, 1974 revisions allowed OPSU to admit any high school graduate effective with the Fall 1974 semester.

The February 24, 1976 revisions added provisions related to adult students, requiring that the students' high school class must have graduated in order to be eligible for admission and eliminating a 12-month waiting period after attendance in high school. This revision was effective Fall 1976.

On May 23, 1979 the State Regents adopted a policy to establish uniform standards for admission of students for whom English is a second language.

The August 30, 1984 revisions included the addition of high school curricular requirements and a section on transfer of students; increased retention standards; and are more comprehensive than past policies on admission.

The April 22, 1987 revisions included provisions for graduates of non-accredited high schools.

The December 5, 1988 revisions included raising standards for first-time freshmen at the research institutions.

The June 26, 1989 revisions included adding provisions for high school juniors and allowing concurrent enrollment only in areas where curricular requirements have been met.

The October 23, 1989 revisions included new language in the ESL admission policy.

The December 17, 1990 revisions included requiring an annual review of the policy, adding active duty military to the adult admission category, increasing retention standards, and updating retention and suspension sections of the policy.

The April 19, 1991 revisions allowed enrollment in correspondence courses without admission to the institution.

The May 24, 1991 revisions included defining first-time entering students, amending performance requirements for the research and regional universities, adding a new category for non-degree-seeking students, further defining the ACT/SAT requirements for home-schooled students, providing a new category for concurrently enrolled high school students, updating the language regarding opportunity admission, defining transfer students, and adding a transfer probation category.

The November 15, 1991 revisions changed the language regarding curricular deficiencies to match the language in the *Remediation* policy.

The May 29, 1992 revisions included revisions to the retention standards related to revisions regarding academic forgiveness in the *Grading* policy.

The August 14, 1992 revisions included the approval of applied mathematics courses to meet the required high school curricular units for college admission.

The September 25, 1992 revisions allowed higher admission standards for NSU and higher standards on the TOEFL for OU.

The December 1992 revisions added the summer provisional admission program for the research universities.

The March 24, 1993 revisions included adding a second avenue for enrollment of high school juniors and maximum student load limits for concurrent students, defining regular faculty in the collegiate experience section for concurrent students, limiting concurrent enrollment to liberal arts and sciences courses, and encouraging academic advising for concurrent students.

The June 21, 1993 revisions included raising the required number of high school curricular requirements for admission from 11 to 15 and requiring that students meet minimum ACT cut scores for remediation.

The September 23, 1993 revisions included maintaining the alternative admission limits for research and regional universities at 8 percent.

The December 10, 1993 revisions included the addition of a section for home schooled students and students from non-accredited high schools.

The April 15, 1994 revisions included revisions to the concurrent policy regarding the assessment of concurrent students.

The May 27, 1994 revisions included the approval of certain applied science courses to meet the required high school curricular units for college admission.

The August 16, 1994 policy revisions allowed exceptions to the admission standards for ESL students at the discretion of the institution, extended the summer admission right-to-try opportunity to students at regional institutions, recognized the GED as a high school equivalency; allowed exception to the nine hour limit for special non-degree-seeking students, and allowed institutional discretion in determining the 24-hour remediation limit.

The December 9, 1994 revisions included changing the annual reviews of the policy to periodic, updating language to reflect current standards, and maintaining the alternative admission limits at 8 percent.

The June 28, 1995 revisions set higher ACT standards for admission and removed the secondary testing option for concurrent students.

The March 29, 1996 revisions included adding a footnote specifying that a GED recipient's high school class must have graduated in order to be eligible for college admission.

The June 28, 1996 revisions included provisions requiring minimum standards for admission and a collegiate experience for concurrent students.

The September 6, 1996 revisions included eliminating the requirement that home schooled students take the nationally administered ACT.

The April 11, 1997 revisions included clarifying requirements for transfer students from out-of-state institutions. A second agenda item extends the applied mathematics pilot by one year. A third agenda item included revisions to the program approval and review section of the ESL policy only (see the State Regents' *Intensive English Program Approval and Review* policy).

The June 27, 1997 revisions included clarifying the retention standards for seniors.

The September 5, 1997 revisions included extending the pilot study for applied mathematics courses as substitutes for the mathematics high school curricular requirement for admission.

The April 3, 1998 revisions included the establishment of a system wide computer proficiency requirement for college graduation. Language was included in the *Institutional Admission and Retention* policy stating that certain high school courses may meet this requirement. A second agenda item allowed institutions to admit Spring-suspended students in a summer session and clarified the minimum ages for home schooled student college admission.

The June 30, 1998 revisions included requiring concurrent high school liberal arts and sciences courses that were delivered electronically to obtain State Regents approval.

The October 30, 1998 revisions allowed an increase in admission standards for OU.

The May 28, 1999 revision allowed OU to increase concurrent enrollment standards for high school seniors.

The December 3, 1999 revisions included the addition of a third avenue for admission based on the student's GPA in the 15-unit core high school requirements which allows for weighting of AP and IB courses, added recommended units in science and mathematics, updated the language regarding curricular deficiencies, expanded access to concurrent high school students through lowering the required ACT scores and adding a second option utilizing the high school GPA and class rank, updated language in the retention section, and revised the special non-degree seeking student category.

The February 18, 2000 revisions included extending the pilot study allowing Applied Biology/Chemistry to count as a science requirement for the State Regents' high school curricular requirement and approving the Principles of Technology applied course to continue to count.

The December 1, 2000 revisions allowed increased admission standards for OU.

The February 9, 2001 revisions included allowing the president of an institution or the president's designee to make exceptions to the requirement that a GED recipient's high school class must have graduated. A second agenda item allowed increased admission standards for OU.

The March 30, 2001 revisions discontinued the applied mathematics course pilot study.

The June 29, 2001 revisions allowed institutions to enroll concurrent students in off-campus and electronic courses without prior State Regents' approval.

The October 26, 2001 allowed increased admission standards for OU.

The February 7, 2002 revisions included extending the Applied Biology/Chemistry pilot study.

The June 27, 2002 revisions allowed increased admission standards for OU.

The September 13, 2002 revisions included allowing exceptions to the regular faculty requirement upon request to the Chancellor.

The November 1, 2002 revisions included discontinuing the pilot study allowing Applied Biology/Chemistry to count as a science requirement for the 15-unit high school curricular requirements.

The December 5, 2002 revisions included minor editorial revisions.

The May 30, 2003 revisions added the International English Language Testing System (IELTS) exam as an option for admission.

The June 30, 2003 revisions included adding Advanced Placement (AP) Statistics to the allowed courses for the mathematics requirements in the 15-unit high school required curriculum.

The February 13, 2004 revisions included combining the history requirements with the citizenship skills requirement.

The May 28, 2004 revisions allowed increased admission standards for OSU.

The June 30, 2004 revisions clarified that the ACT and SAT requirements for admissions did not include the writing components. A second agenda item allowed increased admission standards for OU.

The June 30, 2005 revisions included increased admission standards for USAO.

The June 29, 2006 revisions combined the *Institutional Admission and Retention* policy, English as a Second Language admission sections of the *English as a Second Language* policy, and the *Non-Academic Criteria for Admission* policy, moved some language to the new *Undergraduate Transfer and Articulation* policy, made some formatting and language changes, added LU's AAS function, minimized the language regarding applied high school courses for admission, moved the specific ESL scores to this handbook, and inserted language regarding governing board approval.

The June 24, 2010 revisions included changes to the definitions including Cumulative Grade Point Average, Retention/Graduation Grade Point Average, and Transcript. Throughout the policy, all references of "cumulative GPA" were changed to "CGPA" and references of "retention/graduation GPA" were changed to "GPA" as appropriate. The changes were made for the sole purpose of making the CGPA optional on transcripts. Pre-calculus was also added to the list as an acceptable course for meeting both the high school curricular and the high school performance requirements.

The May 16, 2013 revisions to the *Academic Affairs Procedures Handbook* included changes to the undergraduate TOEFL/IELTS minimum scores and added the graduate minimum scores to the handbook.

The June 30, 2016 revisions added statistics and probability as an option within the math section of the curricular admission requirements.

The May 26, 2017 revisions included deleting the concurrent enrollment language from the policy because such language was moved to a new stand-alone *Concurrent Enrollment* policy.

Related Policies

3.5 Intensive English Program Approval and Review

3.10 Undergraduate Transfer and Articulation

3.15 Undergraduate Degree Requirements

3.21 Teacher Education

3.24 Professional Programs

3.10 Concurrent Enrollment

3.10.1 Purpose

Concurrent enrollment provides eligible high school students with an opportunity to earn college credit. Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, and enhance educational efficiency.

This policy provides a framework for State System institutions to offer concurrent enrollment to eligible high school juniors and seniors. The policy specifies concurrent enrollment admission, course placement, and retention criteria; defines the environments and conditions in which concurrent enrollment is offered; details specific standards associated with offering concurrent enrollment; and sets annual reporting requirements.

3.10.3 Eligibility Requirements

A. Admission

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the composite score without the writing component and the SAT score is the composite score without the essay component.

A State System institution that wishes to admit a junior or senior high school student, who does not meet one of the applicable criteria detailed below, may submit a request for an exception to allow the student to enroll in a specific course in which the student has demonstrated exceptional ability. An institution shall grant admission to such a student only if the request for an exception is approved by the Chancellor.

1. Students from Accredited High Schools

Students from accredited high schools shall meet one of the criteria listed in the table below.

Research Universities

National ACT	24
Pre-ACT (10 th Grade)	24
Residual ACT	24 ¹
SAT	1160 ² OR 1090 ³
PSAT 10	1160 ² OR 1090 ³
GPA and Class Rank	Unweighted High School GPA 3.0 and Class Rank top 33.3%

Regional Universities

National ACT	20
Pre-ACT (10 th Grade)	20
Residual ACT	20 ¹

¹ Only one residual ACT per year (from November 1 to October 31) is valid for admission and course placement.

² This score is valid on SATs and PSATs administered on or after March 5, 2016. This score is based on College Board's Concordance Table that was published on May 9, 2016. It is subject to change.

³ This score is valid on SATs administered before March 5, 2016.

SAT	1020 ² OR 940 ³
PSAT 10	1020 ² OR 940 ³
GPA and Class Rank	Unweighted High School GPA 3.0 and Class Rank top 50.0%

Community Colleges

National ACT	19
Pre-ACT (10 th Grade)	19
Residual ACT	19 ¹
SAT	980 ² OR 900 ³
PSAT 10	980 ² OR 900 ³
GPA and Class Rank	Unweighted High School GPA 3.0

2. Home Schooled Students and Students from Unaccredited High Schools

Home schooled students and students from unaccredited high schools shall have completed enough high school coursework to be equivalent to an individual who is classified as a junior or senior at an accredited high school and meet the applicable criterion in the table below.

Research Universities

National ACT	24
Pre-ACT (10 th Grade)	24
Residual ACT	24 ¹
SAT	1160 ² OR 1090 ³
PSAT 10	1160 ² OR 1090 ³

Regional Universities

National ACT	20
Pre-ACT (10 th Grade)	20
Residual ACT	20 ¹
SAT	1020 ² OR 940 ³
PSAT 10	1020 ² OR 940 ³

Community Colleges

National ACT	19
Pre-ACT (10 th Grade)	19
Residual ACT	19 ¹
SAT	980 ² OR 900 ³
PSAT 10	980 ² OR 900 ³

- All students must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Students must also have written permission from a parent or legal guardian.

¹ Only one residual ACT per year (from November 1 to October 31) is valid for admission and course/placement.

² This score is valid on SATs administered on or after March 5, 2016. This score is based on College Board's Concordance Table that was published on May 9, 2016. It is subject to change.

³ This score is valid on SATs administered before March 5, 2016.

B. Course Placement and Enrollment

1. Curricular Requirements

At minimum, concurrent students shall demonstrate college readiness in a particular subject area to be eligible to enroll in a college level course in the corresponding subject area. A high school student not demonstrating college readiness in science reasoning, mathematics, or English will not be permitted enrollment in the corresponding college subject area. A student who is unable to demonstrate college readiness in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Concurrent enrollment students are prohibited from enrolling in any form of developmental education, including any configuration in which developmental education is embedded within a credit bearing course. A concurrent student will be eligible to enroll based on the criteria detailed in the chart below.

Curricular Area	ACT	Pre-ACT (10 th Grade)	Residual ACT ¹	SAT ²	PSAT 10 ²	Other
English (meet one of the requisite English measures)	19 English	19 English	19 English	480 Evidence Based-Reading and Writing	480 Evidence Based-Reading and Writing	Satisfy an English assessment and course placement measure that is in accordance with the institution's State Regents' approved assessment plan.
Math (meet one of the requisite Math measures)	19 Math	19 Math	19 Math	530 Math	530 Math	Satisfy a math assessment and course placement measure that is in accordance with the institution's State Regents' approved assessment plan.
Reading (meet one of the requisite Reading measures)	19 Reading	19 Reading	19 Reading	480 Evidence Based-Reading and Writing	480 Evidence Based-Reading and Writing	Satisfy a reading assessment and course placement measure that is in accordance with the institution's State Regents' approved assessment plan.
Science (meet one of the requisite Science measures)	19 Science	19 Science	19 Science	N/A (there is no SAT Science section)	N/A (there is no PSAT Science section)	Satisfy an assessment and course placement measure that is in accordance with the institution's State Regents' approved assessment plan.

2. Workload

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

¹ Only one residual ACT per year (from November 1 to October 31) is valid for admission and course placement.

² This score is valid on SATs or PSAT10s administered on or after March 5, 2016. This score is based on College Board's Concordance Table that was published on May 9, 2016. It is subject to change

Non-academic high school units are excluded from the workload calculation. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate higher education officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

High School Unit	Equivalent in College Credit Workload Hours
.5 Unit	3 Credit Hours
1 Unit	6 Credit Hours

Frequently Asked Questions

- Can high school students concurrently enroll in more than a combined 19 semester-credit-hours?*
The policy states that students wishing to exceed these limits may petition the selected higher education institution; thus, if an institution reviews an appeal and concludes that a student appealee is capable of succeeding, the institution can allow the student to exceed the 19 hour threshold. Any cases in which such an appeal is granted shall be appropriately documented.
- Can high school seniors that are enrolled in career technology courses for college credit receive a tuition waiver?*
No, the tuition waiver is only for high school seniors that are attending a State System institution.
- What course offerings are subject to the off-campus concurrent enrollment section?*
Any state system institution that offers an off-campus concurrent enrollment course, regardless of whether the course is taught by a high school faculty member, a college adjunct faculty member, or a regular, full-time faculty member, is subject to the requirements detailed within the off campus concurrent enrollment section.
- Are school districts required to award dual credit for concurrent enrollment?*
Yes. Pursuant to 70 O.S. §628.13, when a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district. The decision on whether or not there is correlation between the college course and a course that is offered at the high school is at the discretion of the local school district.
- If a student fails to earn a 2.0 GPA at one institution, is he/she eligible for subsequent concurrent enrollment at another institution?*
No. Per the policy, a concurrent student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution.
- I want to offer concurrent enrollment at a location that is outside of my institution's geographic service area. What should I do?*
If an institution wishes to offer a concurrent enrollment course at an off-campus location outside of its geographic service area or at an off-campus location that is closer to another State System institution ("home rule"), the institution shall adhere to any applicable requirements that are specified in the State Regents' Distance Education and Traditional Off-Campus Courses and Programs policy

7. *Can an institution use a secondary assessment (e.g. ACCUPLACER) to admit a concurrent student?*
No. High school students wishing to participate in concurrent enrollment are only admissible by virtue of meeting the standards that are detailed in policy section 3.10.3.A.
8. *Can an institution use a secondary assessment (e.g., ACCUPLACER) for concurrent enrollment course placement?*
In addition to ACT/SAT, the policy allows the use of an entry level assessment and course placement measure that is in accordance with an institution's State Regents' approved assessment plan. Thus, provided that the concurrent student meets an applicable admission option requirement detailed in policy section 3.10.3A and the secondary assessment is in the institution's State Regents approved assessment plan, the secondary assessment can be used for concurrent enrollment course placement.
9. *Can a concurrent enrollment student enroll in a traditional remedial or co-requisite remedial course?*
No, the policy explicitly states that concurrent enrollment students are prohibited from enrolling in any form of developmental education, including any configuration in which developmental education is embedded within a credit bearing course.
10. *Are concurrent enrollment students prohibited from enrolling in non-general education courses?*
No, the policy does not have such a restriction. Provided that the student meets the course placement criteria, he/she is eligible to enroll in any credit bearing courses that do not contain a remedial component.
11. *If a concurrent enrollment student is enrolled in career technology center coursework, how should it be calculated into his/her workload?*
For students who meet concurrent admission and course placement criteria but also attend a technology center, the number of high school units that the student receives for participating in a career technology center course will serve as the career technology center workload measure.
12. *Aside from the transcript, what documentation is required for concurrent enrollment admission?*
All students must have:
 - a signed form from the high school principal or counselor stating that he/she is eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year; and
 - written permission from a parent or legal guardian.
13. *What information is required for the annual off-campus concurrent enrollment report and how do I submit it?*
Please see the Off-Campus Concurrent Enrollment Report for instructions.
14. *Are home school or unaccredited high school high school students who wish to participate in concurrent enrollment eligible for admission by virtue of a high school GPA?*
No. The policy requires that home school/unaccredited students earn the requisite score on an acceptable SAT or ACT exam to be admissible.

Approval and Revisions

The policy was approved on May 26, 2017. The concurrent enrollment policy language was previously listed within the *Institutional Admission and Retention* policy.

3.11 Undergraduate Transfer and Articulation

Purpose of Policy

3.11.1

The *Undergraduate Transfer and Articulation* policy is designed to facilitate the transfer of students between and among community colleges and universities within the State System, and transfer of technical coursework for students through the Statewide Articulation Agreement with Oklahoma technology centers, to ensure maximum transfer of credit hours and course work for students, and improve degree completion.

Authority

Title 70 O.S., Supp. 2003, 3207.1 directs the State Regents to ensure a smooth transition among colleges and universities within the State System and also prohibits schools from advertising that courses and programs are transferable without a written agreement with the other institution or school.

Policy Procedures

3.11.3 Admission of Transfer Students from Degree-granting Institutions

A. Admission by Transfer within the State System

Undergraduate students entering a State System institution by transfer from another State System institution must meet one of the following:

1. Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards as defined in the State Regents' *Institutional Admission and Retention* policy.
2. Students originally meeting the high school curricular requirements but not the academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly graded (A, B, C, D, F) college work.
3. Students originally meeting the performance but not the curricular requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet that institution's retention standards as defined in the State Regents' *Institutional Admission and Retention* policy and must also complete the curricular requirements before transferring.
4. A student originally meeting neither the curricular nor the performance requirements of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards based on at least 24 attempted semester credit hours of regularly-graded (A, B, C, D, F) college work and must also complete the curricular requirements of the institution to which the student wishes to transfer before transferring.

B. Admission by Transfer from Non-State System, Degree-granting Institutions

Undergraduate students wishing to transfer from non-State System institutions to an institution in the State System may do so by meeting the entrance requirements of the receiving institution as outlined in the State Regents' *Institutional Admission and Retention* policy and also meet the following:

1. Transcripts of record from colleges and universities accredited by the HLC or other regional associations will be given full value.
 - a. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.
 - b. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.
2. Transcripts of record from degree-granting institutions accredited by a national association are subject to review and may transfer on a course-by-course basis.
 - a. Each applicant must meet the conditions of 1.a and 1.b above.
3. Transcripts of record from degree granting institutions not accredited by a regional or national association may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
 - a. Each undergraduate applicant must meet the conditions of 1.a and 1.b above.
 - b. Each undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.

C. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.10.3 subsection A or B, dependent upon their educational background or have attended a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education for a minimum of 24 semester credit hours with passing grades and also meet other transfer requirements.

Students with less than 24 hours from a college or university where English is the primary teaching language in a country where English is the primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education must meet the language requirements for first-time undergraduate students.

D. Transfer Probation

Students who do not meet the academic criteria including curricular requirements in section A or B above, but have not been formally suspended, may be admitted as transfer probation students. Institutions may develop policies and procedures, subject to State Regents approval, to guide the admission of transfer students who do not meet the requirements. Such policies should include that these students are admitted on probation and must maintain a 2.0 GPA average each semester while on probation or raise their GPA to the designated level, as detailed in the State Regents' *Institutional*

Admission and Retention policy. Any transfer probation student with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

3.10.5 Transfer of Course Work from Oklahoma Technology Centers Through the Statewide Articulation Agreement

The purpose of the Statewide Articulation Agreement is to expand, not outsource through contractual arrangement (see *Contractual Arrangements Between Higher Education Institutions and Other Entities* policy) or prior learning assessment (see *Credit for Prior Learning* policy), student access to Oklahoma's educational opportunities. The Statewide Articulation Agreement includes a list of technical courses which meet technical major degree requirements at participating State System of Higher Education institutions, and which will be accepted in transfer from Oklahoma technology centers towards a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree.

Related Policy Information

Transfer admission standards can be found in the *Admission and Retention* section of this handbook.

One of the primary goals of the State System is to provide access at some public institution for all Oklahoma citizens whose interests and abilities qualify them for admission. Given the large number of individuals who annually seek admission to the State System, it is recognized that no single institution can physically accommodate the total student body, nor can any institutional type meet the diverse needs and demands of all the students for various kinds of educational programs. Therefore, each institution and each institutional type has been assigned a specialized role within the total State System, in order that all qualified individuals may be accommodated at some institution, although not necessarily at the institution of first choice.

Oklahoma community colleges currently enroll more than 40 percent of the students in the public sector, with the regional and research universities sharing the remainder of the entering student load. Given this division of labor at the entering level, it is important that continuing access is provided for students in the community colleges who desire to pursue an upper-division program at a public baccalaureate institution. The State Regents' *Undergraduate Transfer and Articulation* policy is designed to guarantee an orderly transition for students in associate degree programs at institutions in the State System.

An advisory articulation committee composed of members of the COI works with State Regents' staff to review and evaluate articulation policies and practices and to make recommendations for improvement as needed. Institutions planning changes in programs which will affect transfer students, such as substantive course revision, addition or deletion of courses, admission requirements, or degree requirements, should utilize the advisory articulation committee as an inter-institutional communication process.

Additionally, the State Regents maintain a student transfer web site within the online student center at <http://www.okhighered.org/transfer-students/>. This website includes course equivalency information resulting from the Course Equivalency Project.

Admission of Transfer Students

An undergraduate transfer student has more than six attempted credit hours, excluding remedial (zero-level) or pre-college work and excluding credit hours accumulated by concurrently enrolled high school students. Students transferring from State System institutions must meet the following requirements:

Institution	7-23 hours	24-30 hours	31-59 hours	60 or more hours
OU	Transfer admission requirements differ by program. All OU transfer admission requirements can be found at: http://www.ou.edu/admissions/transfer.html			
OSU	2.25 GPA plus satisfy all freshman admission requirements	2.25 GPA	2.25 GPA	2.0 GPA
OSU-OKC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
OSUIT	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
UCO	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
NSU	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
SWOSU	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
ECU	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
NWOSU	1.7 GPA plus satisfy all freshman admission requirements	2.0 GPA	2.0 GPA	2.0 GPA
CU	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
LU	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
USAO	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
OPSU	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
CSC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
SOSU	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
MSC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA

NEOA&M	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
RCC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
SSC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
RSC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
OSCC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
RSU	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
EOSC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
TCC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
WOSC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
CASC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA
NOC	1.7 GPA plus satisfy all freshman admission requirements	1.7 GPA	2.0 GPA	2.0 GPA

Course Equivalency Project

In order to facilitate student transfer among the colleges and universities in the State System, the State Regents introduced the Course Equivalency Project (CEP) in 1995. The CEP includes a system wide electronic course transfer matrix and working discipline-specific transfer curriculum committees.

The CEP operates on an annual cycle. Each Spring, the Council on Instruction (COI) determines which faculty committees meet in the Fall; not all committees meet every year. Presidents annually nominate faculty to the selected curriculum committees during the summer. Each Fall, up to 500 faculty representing the entire State System and several independent colleges and universities meet by discipline to update curricula and establish new course equivalencies. Faculty reports are completed by November. Courses can also be added to course equivalency disciplines that have no faculty meeting in the Fall, but the additions may be subject to faculty review on respective campuses before being entered into the course transfer matrices. Academic Vice Presidents of State System institutions update the course equivalency information for their respective campuses twice each year in August and December. After the December round of updates, the COI approves the faculty's course equivalency reports. The State Regents accept them in early Spring of each year. The equivalency information is then distributed to

institutions in the Spring. Concurrently, the State Regents' web site is updated to include the latest equivalency information. The information is accessible electronically at www.okcoursetransfer.org.

Course equivalency is defined as follows: course "A" is equivalent to course "B" if and only if course "A" satisfies all program requirements that course "B" satisfies—serving exactly the same purpose with respect to content delivery, general education, or program degree requirements. For courses where student learning outcomes (SLOs) have been developed by a faculty committee, a course must contain each of these SLOs before a course may be added to the matrix. Lower-division course work cannot fulfill upper-division credit-hour requirements. However, the content is transferable. For example, if a student completes Smart Course 2000 at two-year college A, it will transfer in content to four-year college B for its Smart Course 3000 if both courses are listed under the same Common Course category on the CEP matrix. The student will not need to repeat the content or learning competencies acquired in Smart Course 2000. However, the student must still complete the full amount of 3000- and 4000-level semester hours that college B requires for a baccalaureate degree. Courses contained within a single equivalency group, or common grouping of courses (e.g., English Composition I), are guaranteed to transfer as equivalent among institutions that sponsor courses in that group.

The following table illustrates the growing number of course equivalencies that faculty have established since Fall 1995.

Semester	Disciplines	Courses
1996-97	16	1,594
1997-98	22	2,875
1998-99	25	3,690
1999-00	30	4,187
2000-01	32	4,399
2001-02	32	4,531
2002-03	32	4,926
2003-04	33	5,343
2004-05	36	6,423
2005-06	39	6,668
2006-07	39	7,030
2007-08	39	7,450
2008-09	39	7,523
2009-10	40	7,634
2010-11	46	7,921
2011-12	46	8,076
2012-13	47	7,957
2013-14	49	8,104
2014-15	49	8,163
2015-16	49	8,188
2016-17	49	8,136
2017-18	50	8,032

Statewide Articulation Agreement

The Statewide Articulation Agreement includes a list of technical courses which meet technical major degree requirements at participating State System of Higher Education institutions, and which will be accepted in transfer from Oklahoma technology centers towards a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree. Students who successfully complete Oklahoma technology center courses and/or programs listed on the Statewide Technical Course

Articulation Matrix may earn college transfer credit in only those technical courses approved under conditions listed in policy.

Requirements for Technical Course Transfer

Students must:

Provide an official transcript from the technology center that includes all essential elements to document the completed technical course(s). Essential elements of a transcript are detailed in the State Regents' Academic Affairs Procedures Handbook;

Achieve a minimum passing grade, as determined by the accreditation, licensure, or other programmatic requirements of the State System institution, for technical course work listed on the Statewide Technical Course Articulation Matrix, clearly documented on an official technology center transcript; and

Be admitted to the participating State System institution. Technical course credit earned through the Statewide Technical Course Articulation Agreement will be posted on the official college transcript as a grade of "S" or "P" at the receiving institution. All technical credit awarded through the Statewide Articulation Agreement shall be appropriately identified by source and method on the official college transcript.

At minimum, an official transcript must include essential elements as referenced by the American Association of Collegiate Registrars and Admission Officers Academic Record and Transcript Guide. A template is provided which includes these essential elements:

Note: The essential transcript elements will be detailed in this section at a later date.

Frequently Asked Questions

1. *If a student transfers with an associate's degree with military training transcribed as equivalent to upper division course work, can the course work be counted as part of the 60 hours required at a baccalaureate degree-granting institution?*
Yes, if the credit has been reviewed within the standards of the State Regents' *Credit for Prior Learning* policy, then it should transfer as transcribed at the sending institution.
2. *For students who transfer from State System and non-State System institutions, are official transcripts of record required for admission?*
Yes, it is expected that students will submit official transcripts from the institution they transfer.
3. *Are technology center students enrolled at the college to receive transfer credit?*
No, all approved course work is completed at the technology center and then considered for transfer credit upon the student's admission to the college and other requirements.
4. *Is technology center credit applied immediately at admission to the college?*
No, credit is posted to the college transcript after the successful completion of 12 or more semester credit hours at the awarding institution, and meeting other requirements, similar to all transfer credit work.
5. *After admitted to the college, how is transfer technical credit posted on the transcript?*
Technical course credit earned through the Statewide Technical Course Articulation Agreement will be posted on the official college transcript as a grade of "S" or "P" at the receiving institution. All

technical credit awarded through the Statewide Articulation Agreement shall be appropriately identified by source and method on the official college transcript.

6. *Which colleges and technology centers offer transferable technical course work?*
Participating higher education institutions offering technical certificate and degree programs for which technical courses from an Oklahoma technology center are listed on the Statewide Technical Course Articulation Matrix.
7. *Do all technology center courses transfer?*
Only technical courses listed on the Statewide Technical Course Articulation Matrix and applicable for technical degree major requirements or technical degree major electives may transfer. Technical courses may not transfer as general elective credit.
8. *How are courses approved for the Statewide Technical Course Articulation Matrix?*
State Regents' staff will manage the content faculty review and evaluation process for the proposed technical courses to be inventoried in the Statewide Technical Course Articulation Matrix. After review, staff will submit the faculty-recommended technical courses to the State Regents for approval.
9. *Is there a procedure for course review for the matrix?*
Yes:
First, an institutional requests for approval of technical courses from an Oklahoma technology center to be included in the Statewide Technical Course Articulation Matrix containing the following information.
 - a. Names of the participating technology center and the participating higher education institution.
 - b. Name of college technical certificate, associate in applied science degree, or technology baccalaureate degree program toward which technical credit will be awarded.
 - c. Titles of modules and number of clock hours, courses, or programs for which approval is sought with the equivalent college technical course(s) to include college course title, course description, student learning outcomes, and academic credit.

Second, the institutional submission is submitted to a content review and evaluation process by college faculty with content expertise.

Third, the college faculty review recommendations are submitted to the State Regents for approval.
10. *How often are technical courses reviewed and added to the matrix?*
This matrix is maintained online, reviewed at least annually, and updated as needed by the State Regents through the college faculty-driven process mentioned above.
11. *Can all colleges and universities accept technology center courses in transfer if listed on the Statewide Technical Course Articulation Matrix?*
Colleges and universities that offer technical degrees for which the technical courses are applicable for technical degree major requirements may utilize the matrix. Technical credit from the matrix may not transfer as general elective credit.

Approval and Revisions

This policy was adopted in June 29, 2006. It combines sections that were formerly contained in the State Regents' Institutional Admission and Retention, Undergraduate Degree Requirements, Credit for

Extracurricular Learning, and Intensive English Language Program and Approval policies. For revision details, see appropriate sections in this handbook.

The June 24, 2010 revisions included changes to the definitions including Cumulative Grade Point Average, Retention/Graduation Grade Point Average, and Transcript. Throughout the policy, all references of “cumulative GPA” were changed to “CGPA” and references of “retention/graduation GPA” were changed to “GPA” as appropriate. The changes were made for the sole purpose of making the CGPA optional on transcripts.

The May 26, 2017 revisions expanded the policy to allow State System institutions to accept transfer coursework from Oklahoma Technology Centers through a statewide articulation agreement.

Related Policies

3.9 Institutional Admission and Retention

3.15 Undergraduate Degree Requirements

3.12 Grading

Purpose of Policy

3.12.1

The *Grading* policy is designed to establish a uniform system of grading for State System institutions. In an effort to provide for a more effective and efficient system of transfer of students' credits between and among public State System institutions, as well as to assist the institutions in managing academic records more effectively, all constituent units are expected to conform to the definitions of grading terms and the academic forgiveness provision related to repeated courses. Institutions may choose to offer students academic reprieve or academic renewal under the guidelines specified in this policy.

Policy Procedures

3.12.4 Grade Point Averages

The GPA 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.

The CGPA includes grades for all 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.

This GPA may be used for financial aid or eligibility purposes, admission to graduate or professional programs, or to determine eligibility for graduation honors.

Remedial/developmental courses, audited courses, and courses in which the grades of I, W, AW, S, U, P, NP, N, and X are given are not calculated in the or CGPAs. Institutions may calculate and include on student transcripts additional GPAs such as semester, transfer, institutional, combined, etc.

3.12.5 Remedial/Developmental Courses

Remedial/developmental courses are to be coded as zero-level and collegiate-level credit may not be awarded for the completion of such courses. Remedial/developmental courses may be graded "S-U" or "PNP" or letter graded at the discretion of the institution. Regardless of the grades awarded, remedial/developmental courses are not calculated in the GPA or CGPAs.

3.12.6 Academic Forgiveness Provisions

Circumstances may justify a student being able to recover from academic problems in ways which do not forever jeopardize the student's academic standing.

Academic forgiveness may be warranted for currently enrolled undergraduate students in three specific circumstances:

- A. For pedagogical reasons, a student will be allowed to repeat a course and count only the second grade earned in the calculation of the GPA under the prescribed circumstances listed below.

- B. There may be extraordinary situations in which a student has done poorly in up to two semesters due to extenuating circumstances which, in the judgment of the appropriate institutional officials, warrants excluding grades from those semesters in calculating the student's GPA.
- C. A student may be returning to college after an extended absence and/or under circumstances that warrant a fresh academic start.

Students may seek academic forgiveness utilizing the following institutional procedures. Students may receive no more than one academic reprieve or renewal in the academic career, and only one option (reprieve or renewal) can be used. The repeated courses provision may be utilized independent of reprieve or renewal within the limits prescribed below. All institutions will conform to the repeated courses forgiveness provision. Institutions may elect to offer students academic reprieve or academic renewal as detailed below. Institutions granting academic reprieve and/or academic renewal must submit an annual report to the State Regents.

D. Repeated Courses

All State System institutions are required to offer the repeated courses provision.

A student shall have the prerogative to repeat courses and have only the second grade earned, even if it is lower than the first grade, count in the calculation of the GPA, up to a maximum of four courses, but not to exceed 18 hours, in the courses in which the original grade earned was a "D" or "F." Both attempts shall be recorded on the transcript with the earned grade for each listed in the semester earned. The Explanation of Grades section of the transcript will note that only the second grade earned is used in the calculation of the GPA. If a student repeats an individual course more than once, all grades earned, with the exception of the first, are used to calculate the GPA. Students repeating courses above the first four courses or 18 credit hours of "Ds" or "Fs" repeated may do so with the original grades and repeat grades averaged.

E. Academic Reprieve

Offering academic reprieve for students is optional for all State System institutions.

Academic reprieve is a provision allowing a student who has experienced extraordinary circumstances to disregard up to two semesters in the calculation of his or her GPA.

A student may request an academic reprieve from public State System institutions with academic reprieve policies consistent with these guidelines:

1. At least three years must have elapsed between the period in which the grades being requested reprieved were earned and the reprieve request;
2. Prior to requesting academic reprieve, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses;
3. The request may be for one semester or term of enrollment or two consecutive semesters or terms of enrollments. If the reprieve is awarded, all grades and hours during the enrollment period are included. If the student's request is for two consecutive semesters, the institution may choose to reprieve only one semester;

4. The student must petition for consideration of academic reprieve according to institutional policy; and
5. All courses remain on the student's transcript, but are not calculated in the student's GPA. Course work with a passing grade included in a reprieved semester may be used to demonstrate competency in the subject matter. However, the course work may not be used to fulfill credit hour requirements.

F. Academic Renewal

Offering academic renewal for students is optional for all State System institutions.

Academic renewal is a provision allowing a student who has had academic trouble in the past and who has been out of higher education for a number of years to recover without penalty and have a fresh start. Under academic renewal, course work taken prior to a date specified by the institution is not counted in the student's GPA.

A student may request academic renewal from public State System institutions with academic renewal policies consistent with these guidelines:

1. At least five years must have elapsed between the last semester being renewed and the renewal request;
2. Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses;
3. The request will be for all courses completed before the date specified in the request for renewal;
4. The student must petition for consideration of academic renewal according to institutional policy; and
5. All courses remain on the student's transcript, but are not calculated in the student's GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

3.12.7 Reporting Academic Standing

A. Retention Academic Standing

Each student's transcript will list the student's current CGPA and may also include the CGPA and will denote each semester when a student is placed on academic probation or is academically suspended from the institution.

B. Transcript Notations

The student's academic transcript should be a full and accurate reflection of the facts of the student's academic life. Therefore, in situations which warrant academic forgiveness, the transcript will reflect all courses in which a student was enrolled and in which grades were earned, with the academic forgiveness provisions reflected in such matters as how the GPA is calculated. Specifically, for those students receiving academic forgiveness by repeating courses or through academic reprieve or

renewal, the transcript will reflect the GPA excluding forgiven courses/semesters. The transcript will also note the CGPA which includes all attempted regularly graded course work.

The Explanation of Grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions will include a legend developed by the State Regents and consistent with this policy which defines the grading symbols listed on the student's transcript to the reader.

Frequently Asked Questions

1. *If a student earns a "D" or "F" in a remedial/developmental course that was completed after the semester(s) for which the student is requesting a reprieve or renewal, does the "D" or "F" make the student ineligible for the academic forgiveness provisions?*

No. The policy states that the student must earn no grade lower than a "C" in a regularly graded coursework. Remedial/developmental courses are not college-level; therefore, these courses should not be considered as regularly graded coursework. Thus, a student may be eligible for an academic reprieve or renewal, with a grade lower than a "C" in remedial/developmental courses, provided that all other policy requirements are met.

2. *Can a student who is pursuing a second baccalaureate degree repeat courses counted on the first degree and use the "new" grade point average on the second degree?*

Yes, providing the other policy requirements are met; i.e. only "D's" and "F's" may be repeated, etc.

3. *Can a student, while attempting admission at Institution A, request and receive from Institution A an academic reprieve of prior work taken at Institution B in order to meet admission requirements of Institution A?*

Yes, providing that the student meets the other policy requirements for a reprieve, i.e., at least three years have elapsed, etc. The student may also be admitted under the "transfer probation" provision of the State Regents' *Institutional Admission and Retention* policy.

4. *Can an institution grant a student an academic reprieve of a semester(s) which the student took at another institution?*

Yes, conversely, if a semester has been reprieved by another institution, the receiving institution does not have to accept it.

5. *Can repeated courses be reprieved?*

As long as policy requirements are met (i.e., no grade lower than "C," etc.) then a student can reprieve a semester with repeated courses.

6. *Does a summer session count toward the consecutive semesters for reprieve?*

Yes, for purposes of the reprieve, summer sessions are treated the same as Fall and Spring semesters or terms.

7. *If a student earns an "F" the first attempt, retakes the course and earns the GPA neutral grade of "S," how is the GPA calculated?*

Neither the "F" nor the second grade of "S" counts in the calculation of the GPA; three hours are counted in the hours attempted and earned.

8. *If a student has a "D" or "F" during the course work following the semesters requested reprieved and repeats the course and gets a "C" or above, is the student eligible for a reprieve?*

Yes, the student would be eligible for a reprieve if he/she meets the other policy requirements.

9. *If a student repeats a course in which the first attempt was a "D" and earns an "F" the second time, is the student required to repeat the course for a third time if it is a required course?*
The student is not required to repeat the course because the student mastered the content with the first attempt. However, the student may be required to repeat the course if the student's degree program requires a "C" or better in certain coursework. Moreover, because the student lost the credit by earning an "F" during the second attempt, the student may need to take additional coursework to meet the minimum hours required for the degree.
10. *If a student has completed a degree, is out of school, and simply wants to utilize the forgiveness provisions to raise the GPA, is the institution obliged to consider the request?*
No, the forgiveness provisions are to provide a second chance to deserving current students.
11. *If a student repeats a class taken at another school for a different number of credit hours, should the repeat rule be affected or the second class counts, provided all other facets of the rule are met?*
The number of hours from the second class would count.
12. *If a student reprieves a semester in which he has earned an "A," does he/she then have to retake the same course?*
As stated in the policy, "if the reprieve is awarded, all grades and hours during the enrollment period are included." Thus, the "A" grade and the "A" hours earned are excluded from the retention and graduation GPA and from hours earned and attempted. However, if the student has mastered the content of a course as indicated by a passing grade, the student does not have to repeat the same course if it is required for graduation. However, the student must take an additional three hours.
13. *If a student, in three consecutive semesters, has a semester of withdrawals between two poor semesters, does the semester of withdrawals count as a semester that must be reprieved, thus making the third semester ineligible for reprieve?*
A semester consisting of all withdrawals may be ignored and would not count as a reprieved semester.
14. *If a teacher education student reprieves a three-hour math course in which a grade of "C" was earned and the course is required for the 4x12 curriculum, does the student need to repeat the math course?*
No, the student has mastered the content and the three-hour math course should count toward the 4x12 graduation requirement. The student will, however, need to take three additional hours to meet the full credit hours required for graduation.
15. *If a student has used up all of the allowed course repeats but later is granted an academic reprieve or renewal of a semester containing one of the courses repeated, does this open up another three hours that could be used under the repeat course provision?*
Yes, this action will open up another three hours that can be used under the repeated course provision.
16. *Can an institution cancel a previously awarded academic reprieve or renewal?*
No, institutions are not allowed to cancel previously awarded academic reprieves or renewals.
17. *Under the reprieve policy, a student may have no grade less than a "C" in the hours following the work to be forgiven in order to be considered for a reprieve. To be consistent with that aspect of the policy, should a reprieve be rescinded if a student makes below a "C" after the reprieve is granted?*
No, rescinding reprieves is not provided for in State Regents' policy.

18. *When do the three years required in the reprieve policy or the five years required in the renewal policy begin?*
The three years required in the reprieve policy begin on the last day of class in the last semester requested to be reprieved or renewed.
19. *How should grades earned in an intersession be added for retention purposes?*
Grades earned in an intersession should be added to the succeeding semester for retention purposes. For graduation purposes, however, the grade earned in an intersession course may be added to the preceding semester. For example, if a student lacks one course that can be taken in May intersession, the student could be allowed to participate in May graduation ceremonies.
20. *Can a student who meets all of the renewal conditions, but earned an "F" in a remedial course since the last requested renewed semester, qualify for a renewal?*
Because remedial coursework is not counted in the GPA or CGPA, the "F" grade is not considered regularly graded coursework. Therefore, provided that the student meets the renewal policy criteria, an "F" Grade in a remedial course, which was earned after the requested renewal period, would not disqualify the student from renewal eligibility.
21. *Can activity courses be counted in students' GPAs?*
Activity courses are not to be calculated in a student's GPA. If an institution receives a transcript that is incorrectly calculated, the GPA should be recalculated to discount activity courses. The CGPA, however, should always include all coursework attempted.
22. *Do the State Regents have a policy that requires institutions to grade physical education courses as pass/fail rather than a letter grade?*
No, the State Regents' policy does not address "P" or "F" grades for PE activity courses grading. It does exclude these courses from counting towards the 120 hours required for a baccalaureate degree.
23. *Which GPA will be used in calculating various honors designations?*
This is an institutional decision.
24. *Does a student seeking admission into undergraduate professional programs, i.e., teacher education, get the benefit of the forgiveness provisions?*
Yes, if accreditation and institutional policies permit.
25. *What is reflected on a student's academic transcript?*
A student's academic transcript will reflect all courses taken during the student's academic life, including those that were received during times of academic reprieve, forgiveness or renewal.
26. *Who is eligible for a military-related leave of absence?*
To be congruous with 34 CFR 668.18, a student fulfilling an active duty service commitment during a semester in which he or she was enrolled, or a student who was admitted to the institution, but did not begin attendance during the semester in which he or she was admitted because of an active duty service military commitment, qualify for the leave of absence. The following active duty service commitments are included under the military leave of absence provision:
- A member of the armed forces [e.g., Air Force, Army, Coast Guard, Marine Corps, and Navy] who performs a voluntary or involuntary military mission, exercise, or operation for a period of at least 30 day.
 - A member of the reserves who performs, voluntary or involuntary, federal active duty service or active duty training for a period of at least 30 days

- A member of the National Guard who performs, voluntary or involuntary, state or federal active duty service or active duty training for a period of at least 30 days.

Upon providing supporting documentation, a student fulfilling one of the active duty military service commitments described above is eligible for the leave of absence. The institution will issue the leave of absence during the semester in which the active duty military commitment occurred and extend it through the five year period occurring immediately thereafter.

27. *When does the leave of absence expire?*

This provision expires when the corresponding semester, occurring five years after the leave of absence semester, concludes. For example, if a student, who is a member of the reserves, is enrolled in Fall 2014 courses and called to active duty in November 2014, the Fall 2014 semester leave of absence will expire the day after the Fall 2019 semester concludes.

28. *What are examples of documentation to validate the military service?*

Documentation used to demonstrate proof of active duty military commitment includes, but is not limited to, the following:

- Certificate of Release or Discharge from Active Duty (DD214)
- Copy of duty orders prepared by the facility where the orders were fulfilled carrying an endorsement indicating completion of the described service
- Letter from the commanding officer of a personnel support activity or someone of comparable authority
- Certificate of completion from military training school
- Discharge certificate showing character of service
- Copy of extracts from payroll documents showing periods of service
- Letter from National Disaster Medical System (NDMS) team leader
- Administrative officer verifying dates and times of NDMS training or federal activation.

29. *If a student, who receives an “I” grade because of an active duty commitment, does not complete the course, is the institution prohibited from changing the “I” grade?*

If a student does not complete the coursework to satisfy an “I” grade, the grade shall remain an “I” for the duration of the leave of absence. Any applicable institutional policy relating to a time limit to satisfy an “I” grade will be effective immediately upon the leave of absence expiring. Likewise, if an instructor wishes to change the “I” grade because the student did not complete the course, the instructor will be permitted to change the grade when the leave of absence expires.

30. *At what point in the semester does the student complete 50 percent of the course?*

For the purposes of this policy, the 50 percent completion is based on the length of an individual course. Therefore, this completion rate is met at the point in which the student completes at least 50 percent of a course’s overall timespan. In a 16 week course, for instance, the student would be eligible for the incomplete at the conclusion of week eight.

31. *If a student serving in the reserves, who is called to active duty, is enrolled in classes which begin and conclude at different times throughout the semester (i.e., 16 week courses, eight week courses, etc.), is the student required to complete 50 percent of all courses to receive an incomplete?*

No. If a student’s course schedule consists of different terms within the semester, the eligibility to receive an “I” is based on the duration of the individual course. Therefore, a student called to active duty during week ten of the sixteen week semester, who is taking a sixteen week class and a second eight week class, will be eligible to receive an “I” in the 16 week class because the student has completed 50 percent of the course.

32. *When a student discontinues enrollment because of active duty military service commitment, is the institution prohibited from denying readmission within the designated leave of absence time period?*

To be in accordance with 34 CFR 668.18, if a student received a dishonorable or bad conduct discharge, was sentenced in a court martial, or was sentenced to confinement in a Federal or State penitentiary or correctional institution, the re-admission portion of the leave of absence provision does not apply. Therefore, if a student received a dishonorable or bad conduct discharge, was sentenced in a court martial, or was sentenced to confinement in a Federal or State penitentiary or a correctional institution, the student's admission eligibility is at the discretion of the institution.

33. *If a student applies after the leave of absence period expires, is the institution required to re-admit the student?*

A student who does not seek readmission within the leave of absence time period will be subject to the institution's policies and general practices.

Approval and Revisions

Adopted by the State Regents on May 29, 1992. Revised December 9, 1994; March 29, 1996; December 1, 2003; and June 29, 2006.

The December 9, 1994 revisions included increasing the allowed repeated courses/hours from 12 to 18 hours and limiting to four courses, adding language related to remedial courses, and slight revisions in the section on administrative withdrawals. In 1994, the COI conducted a grading policy study that resulted in the approved revisions. The revisions presented by the COI suggested that the repeated courses provision allow for 18 hours or six courses. The State Regents approved the 18 hours, but limited students to four courses.

The March 1996 revisions included requiring institutions to list academic standing and specific GPAs (cumulative and retention) on a student's transcript.

The December 2003 revisions included adding the academic renewal option, combining the terms "graduation GPA" and "retention GPA" to "retention/graduation GPA," defining the GPA terms, and updating other provisions including specifying how the GPA is calculated, that a student may only receive one academic reprieve or renewal in his/her academic career, and that the policy is for undergraduate students. **NOTE:** In 2003, the COI passed revisions eliminating the "no grade lower than a C" language and the requirement that the cumulative GPA show on the transcript. They also requested a lowered required time for requesting academic reprieve to two years. The Council of Presidents disagreed and the language in this section was left intact.

The June 29, 2006 revisions included only adding definitions, formatting and minor language changes.

The June 24, 2010 revisions included changes to the definitions including Cumulative Grade Point Average, Retention/Graduation Grade Point Average, and Transcript. Throughout the policy, all references of "cumulative GPA" were changed to "CGPA" and references of "retention/graduation GPA" were changed to "GPA" as appropriate. The changes were made for the sole purpose of making the CGPA optional on transcripts.

The September 4, 2014 changes aligned policy with Senate Bill 1830 signed by Governor Mary Fallin relating to higher education making students who are called to active duty eligible for a leave of absence at State System institutions.

Related Policies

3.9 Institutional Admission and Retention

3.20 Student Assessment and Remediation

3.13 Undergraduate Academic Course Load

Purpose of Policy

3.13.1

The *Undergraduate Academic Course Load* policy outlines the maximum workload for students in the State System. It is expected that a full-time college student will spend at a minimum an amount of time each week in class attendance and study out of class approaching a 40 hour week. A person employed on a full-time basis should not simultaneously expect to maintain a full-time academic schedule.

3.13.3 Maximum Overload

A student desiring to carry an academic overload must have demonstrated readiness to perform on an overload basis, either through superior performance on a college aptitude test or on the basis of superior academic achievement in high school or college. The maximum student overload in any given term is limited to a number of semester-credit hours which is 50 percent greater than the total number of weeks in the applicable academic term. Exceptions to deserving students may be granted by the president or a designee.

Based on the individual student's academic program and/or academic performance, institutional officials may limit the student's academic load. A student simultaneously enrolled in two or more institutions should not exceed the standards set forth in this policy.

The standards set forth above do not apply to academic credit awarded on the basis of advanced standing examination.

Related Policy Information

Generally a minimum full-time load is 12 hours and an average full-time load is 15-18 hours.

For a regular Fall or Spring semester, a maximum overload can be calculated as follows:

$$16 \text{ weeks} + 50\% (8 \text{ wks}) = 24 \text{ hours maximum}$$

For a regular summer session of eight weeks, a maximum overload can be calculated as follows:

$$8 \text{ weeks} + 50\% (4 \text{ wks}) = 12 \text{ hours maximum}$$

For shorter sessions, the same formula can be used. For example:

$$4 \text{ weeks} + 50\% (2 \text{ wks}) = 6 \text{ hours maximum}$$

Frequently Asked Questions

1. *If a student wants to take more than the maximum course load what is the process for getting an exception?*

The president or designee may grant an exception if the student demonstrates the ability to excel with the added workload.

Approval and Revisions

Approved January 19, 1971. Revised August 16, 1994; March 12, 1999; December 3, 1999; June 30, 2000; and June 29, 2006.

The August 16, 1994 revisions included clarifying that the policy on academic workload applies to undergraduate students and articulating that institutions may limit a student's workload. Other revisions related to what is now the *Academic Calendars* policy were also included.

The March 12, 1999 and December 3, 1999 revisions were made to the academic calendars sections that are now included in the *Academic Calendars* policy.

The December 3, 1999 revisions relate to the sections moved to the *Academic Calendars* policy.

The June 30, 2000 revisions allowed presidents to make exceptions to the maximum student course load plus made revisions to the academic calendar sections that are now included in the *Academic Calendars* policy.

The June 29, 2006 revisions included dividing the current policy on academic calendars and undergraduate academic course load.

Related Policies

3.19 Academic Calendars

3.14 Granting of Degrees

Purpose of Policy

3.14.1

The *Granting of Degrees* policy guides the State Regents and institutions of the State System with respect to the granting and conferral of degrees and other forms of academic recognition.

Policy Procedures

3.14.4 Diplomas

All diplomas awarded shall be conferred with authorization of the State Regents by the institution where the student has completed requirements for a degree program. Diplomas awarded shall be in a uniform format prescribed by the State Regents as described below.

- A. The diploma shall bear the seal of the State Regents and shall contain the signatures of the chairman, the secretary, and the chancellor.
- B. Diplomas awarded shall bear the names of officers of the State Regents serving in the current fiscal year.
- C. For the institution, the diploma shall bear the signatures of the chairman of the governing board, the president of the institution, and one academic officer.

Sample diplomas for use in each upcoming fiscal year will be provided each December 1 to the State Regents' office.

3.14.5 Reporting

Degree conferrals shall be reported as an integral part of the procedures under the State Regents' Unitized Data System (UDS). The *Data Request Manual* will prescribe reporting procedures. A list of each degree and recipient will be validated annually by the president of each institution on forms provided by the State Regents' office.

3.14.6 Honorary Degrees

Institutions in the State System are authorized to confer honorary degrees granted by the State Regents upon individuals who have made outstanding contributions to society through intellectual, artistic, scientific, professional, or public service accomplishments. The following criteria shall guide institutions in the selection of individuals to receive honorary degrees and in the awarding of such degrees.

- A. An institution shall confer honorary degrees only at the highest level for which it is authorized to award earned degrees.
- B. Any such honorary degree conferred shall be distinguishable from earned degrees. Typical examples of current national practice for such degrees are as follows:

Doctor of Fine Arts (D.F.A.) -- for distinction in the fine arts (painting, architecture, drama, sculpture, etc.).

Doctor of Social Science (Soc.Sc.D.) -- for distinction, usually in academic life, in the social sciences.

Doctor of Science (Sc.D.) -- for distinction in any field of science or medicine.

Doctor of Humane Letters (L.H.D.) -- for distinction in scholarly contributions to the humanities or contributions to the general welfare in any number of fields.

Doctor of Letters (Litt.D.) -- for distinction in the field of theology or for extraordinary leadership, scholarly or administrative, in the area of religion.

Doctor of Divinity (D.D.) -- for distinction in the field of theology or for extraordinary leadership, scholarly or administrative, in the area of religion.

Doctor of Laws (LL.D.) -- for government and public service or for preeminence in any field.

This list is intended to provide examples of degree designation which should be appropriate for most circumstances. Requests for degrees with different designations will be considered by the State Regents in special instances.

- C. Institutions desiring to confer honorary degrees shall do so only after receiving approval from the State Regents, based upon a request filed by the institution setting forth the proposed honorary degrees to be awarded, the criteria by which the recipients are to be selected, and the format of the diploma or certificate to be awarded.
- D. Institutions may confer a number of honorary degrees not to exceed five during any fiscal year. During any five-year period, the number of such awards may not exceed a ratio of one honorary degree to each one thousand earned degrees conferred by the institution during the same period. Notwithstanding these limitations, each institution shall be entitled to award one honorary degree each year.
- E. Institutions shall not confer honorary degrees upon any faculty member, administrator, or other official associated with the institution until such individuals have been separated from the institution for two or more academic semesters.
- F. Institutions shall not confer honorary degrees based upon quid pro quo arrangements, either for contributions promised or received, or for any other mutually beneficial arrangement between the institution or an official of the awarding institution and a recipient.
- G. Institutions shall award honorary degrees in absentia only in exceptional circumstances to be approved by the State Regents.
- H. Institutions shall award honorary degrees posthumously only in exceptional circumstances to be approved by the State Regents.

3.14.7 Posthumous Degrees

Institutions in the State System are authorized to confer posthumous degrees granted by the State Regents. Such degrees shall generally be unearned, nonacademic degrees recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work. Requests to confer a posthumous degree must be made by the institution, approved by the

governing board, and considered by the State Regents, along with the diploma design, on a case-by-case basis.

3.14.8 Certificates

Certificates and other forms of academic recognition other than degrees may be awarded by institutions only as authorized by the State Regents and in the form approved by them for this purpose. Institutions should submit requests to award certificates only when the certificate is identified on the transcript, diploma, or degree (See the State Regents' *Academic Program Review* policy). Awards or certificates given for completion of short courses, non-credit offerings, basic education courses, or other such experiences need not be submitted for State Regents' approval.

Approval and Revisions

Approved July 28, 1970. Revised June 25, 1990; May 30, 1997; January 29, 1999; and June 29, 2006.

The June 25, 1990 revisions included adding a clarification for honorary degrees and adding provisions for posthumous degrees. Both revisions were effective with the 1990 Spring semester.

The May 30, 1997 revisions included eliminating the need for an original signature on each diploma and added language regarding presidential validation of degrees awarded.

The January 29, 1999 revisions included clarifying language regarding certificates.

The June 29, 2006 revisions included adding definitions, formatting and minor language revisions only.

Related Policies

3.4 Academic Program Approval

3.15 Undergraduate Degree Requirements

3.15 Undergraduate Degree Requirements

Purpose of Policy

3.15.1

The *Undergraduate Degree Requirements* policy establishes guidelines, criteria, and standards for use by State System institutions in developing degree programs for which degrees will be conferred upon students satisfactorily completing prescribed courses of study.

Policy Procedures

3.15.3 Standards of Education for Completion of the AA and AS Degrees

The minimum requirements for the AA or the AS degree at any institution in the State System shall include the following:

- A. Students recommended for the AA or AS degrees must achieve a GPA of 2.0 as a minimum on all course work attempted (a minimum of 60 hours) excluding any courses repeated or reprieved as detailed in the State Regents' *Grading* policy and excluding physical education activity courses.

The completion, as a portion of the overall 60 semester-credit-hours, of a basic general education core, or a minimum of 37 semester-credit-hours, which shall include the following (Note: this 37 hour basic general education core is also required for the baccalaureate degree):

1. English Composition	6 hours
2. U.S. History and U.S. Government	6 hours
3. Science (One course must be a laboratory science)	6 hours
4. Humanities (Chosen from nonperformance courses)	6 hours
5. Mathematics	3 hours
6. At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts	3 hours
7. Additional liberal arts and science courses to meet the minimum total of 37 credit hours	

Courses required for the general education program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences. It is imperative that all institutions provide a means for credit by examination for established general education courses when individuals have attained a college-level grasp of selected subject matter. Credits earned consistent with the State Regents' *Credit for Prior Learning* policy may be used to satisfy general education requirements.

- B. The remaining minimum of 23 semester-credit-hours of academic work shall be applicable to the student's major objective including any prerequisite courses necessary for the anticipated upper-division program. A majority of such student credit hours should be taken in courses classified as liberal arts and sciences.

- C. The associate degree general education core of 37 semester credit- hours listed above shall be considered minimum and each institution may, with the approval of the State Regents, develop additional lower-division general education requirements for its own students.
- D. Students must demonstrate computer proficiency, which includes the competent use of a variety of software and networking applications. This requirement may be completed through one of three options:
1. successfully complete a high school computer science course that meets the State Regents' high school curricular requirements, or
 2. satisfy an institution's computer proficiency assessment, or
 3. successfully complete college-level course work that the institution designates.
- E. The faculty of the awarding institution should have an opportunity to make a judgment as to the candidate's fitness for the degree. Therefore, a minimum of 15 hours of residence credit applied toward the associate degree shall be taken from the awarding institution, exclusive of correspondence work.
- F. Summary of Minimum Standards for AA and AS Degrees

	Number of Hours Required
Total semester credit hours required	60
General education	37
Credit in residence at the awarding institution	15
Course work applicable to Major	23

3.15.4 Standards of Education for Completion of the Associate Degree in Programs of Technical Occupational Education (AAS)

The minimum standards for the awarding of associate degrees in technical-occupational areas of specialization, the AAS, at institutions in the State System shall be as follows:

- A. The completion of 60 semester-credit-hours, excluding physical education activity courses, with an overall GPA of 2.0.
- B. The completion, as a portion of the overall 60 semester-credit hours, of a basic general education core of a minimum of 18 semester-credit-hours listed as transferable on the State System Course Equivalency Project matrices, instructed by general education faculty (typically defined as a graduate degree or 18 graduate hours in the appropriate field), and which shall include the following:

1. Communications: must include two courses from one or more of the following three areas: Applied technical writing, English grammar or composition, or college level oral communication.	6 hours
2. U.S. History and U.S. Government	6 hours

3. General Education Electives	6 hours
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- C. The completion of 27 hours in a technical-occupational specialty.
- D. The completion of support and related courses (to total a minimum of 60 hours).
- E. The completion of a 15 credit hours in residence at the awarding institution.
- F. Summary of Minimum Standards for AAS Degrees:

	Number of Hours Required
Total semester credit hours required	60
General education	18
Credit in residence at the awarding institution	15
Technical-occupational Specialty	27
Support and related courses	0-15

3.15.5 Standards for Awarding Baccalaureate Degrees

A. General Education Core

The completion of a basic general education core of a minimum of 40 semester credit hours shall include the following (Note: this 37 basic general education core is also required for the Arts and Sciences degrees):

1. English Composition	6 hours
2. U.S. History and U.S. Government	6 hours
3. Science (One course must be a laboratory science)	6 hours
4. Humanities (Chosen from nonperformance courses)	6 hours
5. Mathematics	3 hours
6. At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts	3 hours
7. Additional liberal arts and science courses to meet the minimum total of 40 credit hours	

B. Types of Baccalaureate Degrees

Undergraduate degrees are to be distinguished as follows by the minimum amount of liberal arts and sciences required for each degree type described below.

1. At least 80 semester credit hours (or the equivalent) of the course work for the BA degree shall be in the liberal arts and sciences.
2. At least 55 semester credit hours (or the equivalent) of the course work for the BS shall be in the liberal arts and sciences.
3. At least 40 semester credit hours (or the equivalent) of the course work for the Bachelor of Applied Science, Bachelor of Applied Arts, Bachelor of Technology, and Bachelor of (Specialty) shall be in the liberal arts and sciences. The Bachelor of (Specialty) is restricted to a small

number of fields in which traditional national practice or demands of the field or discipline require that the degree title include the name of the profession or discipline.

C. Requirements and Standards

Following is a list of requirements, standards, and recommendations for use by institutions in the development and evaluation of baccalaureate degree programs.

1. Traditional baccalaureate degrees with the exception of professional or conservatory-type degrees should be attainable in four years of full-time academic study. Baccalaureate degrees shall be based upon at least 120 semester hours of course work excluding physical education activity courses.
2. The faculty of the awarding institution should have an opportunity to make a judgment as to the candidate's fitness for the degree. Therefore, a minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution, exclusive of correspondence work.
3. Each baccalaureate degree awarded by a State System institution shall be based on a minimum of 40 hours of general education excluding physical education activity courses. Normally, most general education courses will occur at the lower-division level; however, it is recommended that at least one upper-division general education course be required by the awarding institution.
4. Baccalaureate degrees shall be based upon a minimum of 60 hours, excluding physical education activity courses, at a baccalaureate degree-granting institution, 40 hours of which must be upper-division course work excluding physical education activity courses. Upper-division courses should be taught at a level either sequentially above or conceptually higher than lower-division courses.
5. At least 15 of the final 30 hours applied toward the baccalaureate degree or at least 50 percent of the hours required by the institution in the major field must be satisfactorily completed at the awarding institution.
6. Baccalaureate degrees should be based upon a minimum of 30 semester hours of credit in the area of specialization; however, the major area is defined by the institution. Of the 30 hours in the major field, 50 percent must be taken at the upper-division level.
7. Students recommended for the baccalaureate degree must achieve a GPA of 2.0 as a minimum on all course work attempted, excluding any courses repeated, reprieved or renewed as detailed in the State Regents' *Grading* policy, and excluding physical education activity courses.
8. The requirements and standards set forth in this policy statement should be considered minimum, allowing for change by individual institutions upon approval by the State Regents.
9. Students must demonstrate computer proficiency, which includes the competent use of a variety of software and networking applications. This requirement may be completed through one of three options:
 - a. successfully complete a high school computer science course that meets the State Regents' high school curricular requirements, or

- b. satisfy an institution's computer proficiency assessment or
 - c. successfully complete college-level course work that the institution designates.
10. Each baccalaureate degree-recommending institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize these requirements for use by all other institutions in the State System. Each baccalaureate degree-recommending institution shall include in its official publications (whether print or electronic) information stating all lower-division prerequisite requirements for each upper-division course. All requirements for admission to a university, college, or program should be set forth with precision and clarity. The degree requirements in effect at the time of the student's initial full-time enrollment in a State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment as defined in the official college or university publications.

D. Summary of Minimum Standards for a Baccalaureate Degree:

Bachelor of Arts Degree	
	Number of Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences coursework	80
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	33

Bachelor of Science Degree	
	Number of Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	55
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	30

Bachelor of Applied Science, Applied Art, Technology and Specialty Degree	
	Number of Hours Required
Total semester credit hours required	120
General education	40
Liberal arts and sciences course work	40
Credit in residence at the awarding institution (15 of the final 30 hours or 50 percent of the major also required in residence)	30

Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	60
Area of specialization (50 percent must be upper-division)	30

3.15.6 General Education Framework

The general education program speaks to a variety of academic experiences depending on the background of the individual student and the philosophical stance of the particular college or university. While this document will suggest relatively broad disciplines within the categories identified as areas of common learning incorporated in a general education program, it will leave to the individual institutions responsibility for the designation of particular courses in the institution's general education program.

3.15.7 Inclusion of U.S. History and U.S. Government

All students graduating from institutions in the State System and awarded the associate or baccalaureate degree of any type must have completed at least six semester hours of college credit in U.S. history and U.S. government. Each of these courses should be general in nature and taught by qualified faculty from the discipline department on campus. Specialized courses do not satisfy the intent of the policy.

Related Policy Information

U.S. History

U.S. history is defined as that discipline or field of study which presents a chronological record of significant events in the life of the United States of America. This discipline normally includes all of those political, demographic, geographic, social, economic, cultural, and related factors necessary to explain past events and to anticipate future ones. To meet the intent of the U.S. history requirement, a course of study 1) should be general in nature, covering a significant span of natural time, 2) should be taught by a faculty member in the discipline or department of history, and 3) should be listed in the institutional catalog under the title of U.S. history. Specialized courses in economic, social, cultural, or political history will thus not satisfy the intent of this policy.

U.S. Government

U.S. government is that academic discipline which treats the origins, organization, and operation of the United States of America with regard to its political and governmental functions. To satisfy the U.S. government requirement, a course of study 1) should be general in nature, rather than narrowly specific and 2) should be taught under the auspices of the department of government or political science. In some instances, it may be desirable to satisfy this requirement by integrating U.S. history and U.S. government into one comprehensive, sequential course of study.

Frequently Asked Questions

1. *Do students working on second baccalaureate degrees (with the first one from a regionally accredited out-of-state institution) have to satisfy the general education requirement?*
State Regents' policies do not specifically address this question. Related policies: (1) when a student transfers with an AA or AS from a State System institution, the lower division general education is satisfied, (2) courses from regionally accredited institutions should transfer at face value, (3) when admitting an out-of-state baccalaureate graduate to a graduate program, the graduate college does not verify if the student has met Oklahoma general education requirements for the undergraduate degree.

Thus, the interpretation: if a student has a baccalaureate degree from a regionally accredited institution, then the Oklahoma institution may assume that the student's general education coursework is satisfied for State Regents' policy. The State Regents' policy is the minimum standard. If the institution's general education standards are higher, the institution may double check the lower division general education requirements if it chooses.

2. *If a student transfers from a quarter hour school and has a US government course that is three quarter hours (which converts to only two semester hours), has the student fulfilled the US government requirement?*

In the past, students transferring from trimesters were granted flexibility in the translation of credit hours. If the student has fulfilled the intent of the policy and satisfies the minimum number of hours required to complete the degree program, then the institution has the flexibility to accept these hours as compliant with policy.

Approval and Revisions

Several policies were combined by the State Regents on April 15, 1994 to create this policy. It was revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004; and June 29, 2006.

On April 15, 1994, the State Regents combined the following policies: *Policy Statement on Requirements and Standard for Awarding Bachelor's Degrees at Colleges and Universities of the State System*, *Policy Statement on the Articulation of Students Among Institutions in the Oklahoma State System of Higher Education*, *Policy Statement on the Awarding of the Associate Degree*, *Standards of Education for Awarding the Associate Degree in Programs of Technical-Occupational Education*, *Inclusion of American History and Government as Program*, and *Degree Requirements at State System Colleges*.

In March 1984 the State Regents adopted standards for baccalaureate degrees, including a framework for general education.

The April 3, 1998 revisions established a system wide computer proficiency requirement effective for students entering in Fall 1998.

The June 30, 1998 revisions included the addition of required hours in residence for AA and AS degrees and eliminating the exclusion of extension coursework to the required resident credit hours for a baccalaureate degree.

The October 15, 1999 revisions included the addition of specific general education requirements to the AAS degree. This revision was effective for students entering in the Fall 2001 semester.

The April 7, 2000 revisions included changing language to allow institutions to publish articulation information in electronic format.

The April 1, 2004 revisions included allowing either 15 of the final 30 credit hours to be in residence or 50 percent of the major course work.

The June 29, 2006 revisions moved the articulation sections to the new *Undergraduate Transfer and Articulation* policy, added language requiring 15 hours in residence for the AAS degree, and created summaries for each degree section.

Related Policies

3.9 Institutional Admission and Retention

3.12 Grading

3.16 Credit for Prior Learning

3.16 Credit for Prior Learning

Purpose of Policy

3.16.1

In recognition of the need to evaluate learning acquired from other sources, such as work experience, non-degree granting institutions, professional training, military training, or open source learning, the State Regents have adopted the following policy. State System institutions shall provide a systematic and comparable means through which students may be awarded credit for 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 prior learning, and provide for uniform transfer of credit for prior learning among institutions of the system. State System institutions shall develop institutional policies and procedures 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.

Policy Procedures

3.16.3 Principles

- A. Students eligible to receive credit for prior learning must be enrolled or eligible to re-enroll at the institution.
- B. Credit awarded to a student for prior learning 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 prior learning shall review and validate the learning on an individual basis using State Regents' recognized or approved methods. The following publications and methods are among acceptable options for validating prior learning for awarding credit:
 1. American Council on Education (ACE) Guide to Evaluation of Educational Experiences in the Armed Forces, National Guide to College Credit for Workforce Training, and ACE recommendations of college credit by examination, as well as credit recommendations on the Joint Service Transcript, and other publications as recommended by ACE.
 2. 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 and the Defense Activity for Non-Traditional Education Support (DANTES).
 4. Degree-relevant prior learning credit awarded and transcribed by other institutions 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 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. In establishing the minimum required score on an AP examination for granting course credit for a particular lower-division course, State System institutions shall not require an AP score of more than three. Policy exceptions may be granted if a State System institution determines, based on evidence, that a higher score on the examination is necessary for a student to be successful in a related and more advanced course for which the lower-division course is a prerequisite.
 - E. Neither the ACT nor the SAT shall be utilized by State System institutions for awarding credit.
 - F. Direct instruction or coursework from technology centers shall not be utilized by State System institutions for awarding credit through this policy.
 - G. 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.
 - H. Credit awarded for prior learning may be applied to a degree program subject to meeting the requirements of the institution conferring the degree.
 - I. Credit awarded for prior learning (number of semester hours and level) shall not exceed HLC standards and ACE recommendations.
 - J. Examination scores, used to validate 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 developed and administered advanced standing examinations shall be established by means of standard setting examinations.
 - K. The institutional procedures used to validate prior learning should be objective to the extent that external evaluators would reach the same conclusion.
 - L. 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.
 - M. Institutions shall award credit for prior learning in programs 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) shall be utilized to designate credit awarded for prior learning. Conventional letter grades shall not be used. All awarded credit for prior learning shall be appropriately identified by source and method on the transcript.
 - N. Costs to students to assess credit should be comparable throughout the State System and reflect as closely as possible the actual costs for institutional administration. Institutional charges for evaluating

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 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.

- O. Credit for 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.

3.16.4 Oversight and Evaluation

To protect the integrity and credibility of this policy, State System institutions shall report 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.

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.

Summary information of credit awarded through prior learning assessments will be regularly reported to the State Regents.

3.16.5 Compliance with Policy

This policy shall apply at all State System institutions. It is also recommended for the consideration and use of independent institutions in order that standards of education relating to credit for prior learning 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, as approved by the State Regents.

Frequently Asked Questions

1. *If credit is awarded by another institution that we do not normally transcript, do we have to accept it?*
Credit for 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.
2. *If a student transfers with an associate degree, from a 4-year institution, with military training transcribed as equivalent to upper division course work, can the course work be counted as part of the 60 hours required at a baccalaureate degree-granting institution?*
Yes, if the credit has been reviewed within the standards of the State Regents' *Credit for Prior Learning* policy, then it should transfer as transcribed at the sending institution.
3. *What is the allowable percentage of prior learning credit that may be awarded?*
Per HLC Assumed Practices B.1.b., typically institutions will require that at minimum 30 of the 120 credits earned for the bachelor's degree and 15 of the 60 credits for the associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships. Therefore, up to 75 percent of credits awarded through prior learning may be applied to a degree program.
4. *How should institutions identify on transcripts credit awarded through prior learning assessments?*

Per State Regents' policy 3.15.3.L, institutions shall assign their own course title and number to the credit awarded, shall only award credit for prior learning in programs for which they are approved to offer by the State Regents, and all awarded credit for prior learning shall be appropriately identified by source and method on the transcript.

5. *Can institutions award credit for prior learning if a relevant degree program is not offered at the institution?*

Institutions shall only award credit for prior learning in programs for which they are approved to offer by the State Regents and the institution must have appropriately qualified faculty for the particular program to award prior learning credit.

6. *Which grades can be posted on transcripts when awarding credit for prior learning?*

Per State Regents' policy 3.15.3.L, neutral grades of pass (P) or satisfactory (S) shall be utilized to designate credit awarded for prior learning. Conventional letter grades shall not be used.

7. *For students enrolled in a contractual arrangement who have previously earned an AA, AS, or baccalaureate degree, when can PLA credit be applied for students in this situation?*

Unless an exception was granted by the State Regents, the student shall complete 12 credit hours of resident credit at the awarding institution before PLA credit can be posted. For the graduation requirement, the student shall complete 15 resident credit hours for the associate's degree at the awarding institution. However, if a student previously earned a baccalaureate degree at an institution that also has a two-year function and offers associates degrees and the student is pursuing an AAS at the same institution, then the institution can post the PLA credit prior to the student completing 12 hours because the student meets this requirement based on the credit hours earned in the first degree (which were taken at the awarding institution).

8. *Is credit awarded through prior learning assessments applied as resident credit?*

No, credit awarded through prior learning assessments shall not be applied as resident credit.

Approval and Revisions

Approved July 24, 1972. Revised July 28, 1975; October 23, 1985; February 8, 1995; June 29, 2006; January 29, 2015; and May 27, 2016.

The July 28, 1975 revisions made changes to the fee requirements for examinations.

The February 8, 1995 revisions updated the terminology from "advanced standing" to "extrainstitutional," reinstated the 12 hour requirement for validation, updated nationally recognized methods for assessing extrainstitutional learning, and added a statement regarding what can be charged by institutions for the assessment. These revisions were effective with the 1995 Fall semester.

The October 23, 1985 revisions removed the limits on how much credit can be awarded, added validation procedures, removed minimum scores for exams, and removed the fee statement.

The June 29, 2006 revisions updated the referenced nomenclatures and publications.

The January 29, 2015 revisions updated nomenclature and publications referenced in policy to align with language used nationally relative to credit for prior learning. Additionally, the changes to policy were made to align with the revisions to the cooperative alliance policy.

The May 27, 2016 revisions established a minimum Advanced Placement score for granting lower-division course credit.

Related Policies

3.15 Undergraduate Degree Requirements

3.17 Distance Education and Traditional Off-Campus Courses and Programs

Purpose of Policy

3.17.1

The purpose of the *Distance Education and Traditional Off-Campus Courses and Programs* policy is to establish standards and procedures for offering distance education and traditional off-campus courses and programs and for the operation of designated learning sites. Institutions are responsible for ascertaining and proactively meeting the educational needs in their respective communities as guided by their function statement. In serving those needs, institutions are encouraged to utilize the programmatic and content expertise of peer institutions. Distance education programs and courses should be used to enhance efficiency while increasing institutional sharing of resources, all for the purpose of enhancing access to postsecondary education opportunities to Oklahoma citizens. Above all, the policy is intended to promote cooperation and collaboration among State System institutions.

Policy Procedures

3.17.4 Program and Course Principles and Procedures

The principles and procedures in this section apply to distance education and traditional off-campus programs or courses as indicated.

Note: Courses and programs offered at higher education centers, branch campuses, or constituent agencies are not considered traditional off-campus or distance education offerings as defined in this policy. Branch campuses and constituent agencies may offer courses or programs as indicated in the State Regents' *Functions of Public Institutions* policy.

- A. Online and Traditional Off-Campus Programs. Institutional requests for new online or traditional off-campus educational programs shall be submitted in the same manner as on-campus program requests. (See the State Regents' *Academic Program Approval* policy).
- B. Online Programs. Existing programs offered through online delivery shall be submitted as specified in 3.16.11 and 3.16.12.
- C. Distance Education Programs in Other Formats. Existing courses and programs offered through distance education formats that do not meet the requirements outlined in 3.16.11 do not require program approval. However, courses offered through these methodologies remain within the jurisdiction of this policy and must meet requirements as specified in 3.16.5.
- D. Traditional Off-Campus. The principles outlined below apply to section 3.16.13.
 - 1. Courses and programs authorized for offering on campus at State System institutions will form the basis for traditional off-campus offerings at State System institutions. Institutions may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.
 - 2. An institution may offer approved on-campus courses outside its geographic service area without separate approval by the State Regents provided that an institutional off-campus agreement exists with the institution closer to the class site and is on file at the State Regents' office. Courses

outside an institution's geographic service area shall be for a specified time period as outlined in the off-campus agreement.

3.17.9 State Authorization Reciprocity Agreement

An Oklahoma public or private institution wishing to participate in the SARA, which meets the eligibility criteria below, shall seek approval from the State Regents. Pursuant to 70 O.S. §3206, the State Regents have the authority to initiate, and preside over, Oklahoma's membership in the SARA. As the state portal agency, the State Regents shall administer the initial approval and ongoing oversight of SARA activities which are performed by Oklahoma public and private institutions. Nevertheless, the State Regents will honor the approval and oversight of SARA state portal agencies permitting out-of-state institutional SARA members to offer distance education and conduct limited activity, which are acceptable under the SARA policies and standards, in Oklahoma. This section outlines the institutional eligibility criteria and compliance standards associated with participation in this voluntary agreement.

A. The following is the process by which institutions will apply to participate in SARA:

The SARA application and supporting documenting noted below shall be submitted electronically as noted on the Oklahoma SARA webpage <http://www.okhighered.org/admin-fac/sara/>.

1. Public and private institutions shall submit a copy of (or a link to) the institution's published complaint process; and
2. Public and Private institutions shall submit a completed SARA institutional application.

Incomplete applications or applications not submitted electronically will not be processed.

B. A private institution that is eligible to seek conditional approval, based receiving a United States Department of Education (USDE) issued financial responsibility index score of at least 1.0 but less than 1.5, on the most recent year's review; however, in addition to the above items, the following shall be submitted:

1. a request to seek approval to participate in SARA with a financial responsibility index score below the requisite score; and
2. information on any necessary action(s) that the institution is required to complete, as result of the financial responsibility index score, to retain Title IV funding eligibility.

If an institution that was conditionally approved receives a financial responsibility score of at least 1.0 but less than 1.5, the institution can seek conditional approval to participate in the SARA for a second consecutive year; however, if the institution fails to raise the score above 1.4 after two years of conditional participation, the institution's SARA membership will not be renewed.

C. Public and private institutions shall establish a clearly understood and published complaint process and procedures and sustain a process within the institution for responding appropriately to and documenting resolution of complaints. The formal complaint procedure shall include, but need not be limited to:

- Steps a student may take to file a formal complaint;
- Reasonable and appropriate time frames for investigating and resolving a formal complaint;
- Provision for the final determination of each formal complaint to be made by a person or persons not directly involved in the alleged problem; and

- Assurances that no action will be taken against the student for filing the complaint.

The institution shall also provide its current and prospective students with contact information for filing complaints with its accreditor and with its state approval or licensing entity and any other relevant state official or agency that would appropriately handle a student's complaint.

3.17.11 Program Approval Procedures for Online Programs

Institutions that have not been approved previously to offer online programs are required to request approval as follows: (1) if programs are offered in such a manner that an individual student can take 100 percent of the courses for the major through online delivery or other computer-mediated format; or (2) the program is advertised as available through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student's declared degree program, excluding support courses, general education courses, and elective courses. Criteria for approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity as described below. Once an institution establishes that a verifiable structure is in place including appropriate student and faculty support systems and other required quality standards, subsequent programs may be requested through an abbreviated process (see section 3.16.412).

A. Program Request Procedures

The institution requesting the State Regents' approval of an existing academic program to be offered in an online format will adhere to the following procedures.

1. The institutional president must submit a letter of intent to the Chancellor to initiate the request. The Chancellor will then inform the other institutional presidents of this request and provide the opportunity for comment, questions and protests, as well as request for copies of the proposals when received. This "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the program request.
2. Submission of a Program Request

Upon the Chancellor's receipt of the Program Request from an institution, copies of the Program Request will be provided to institutions that have asked for a copy. Institutions will have 30 days from the date the copy is sent to provide comment, submit questions, or protest the proposed program.

- a. The institutional governing board must approve the program request prior to the institutional president formally submitting the request to the Chancellor for the State Regents' consideration.
- b. The Chancellor will submit a recommendation to the State Regents.
- c. The State Regents will take one of three actions:
 - i. disapprove the program with written explanation to the institution of the reasons for this action;
 - ii. defer the program request until the institution meets specified criteria or provides additional information; or

- iii. approve the program for offering in an online format as long as academic standards and policy are followed.

B. Program Proposal Content:

The program request must address how the institution will meet the Academic Standards specified in section 3.16.5 and the criteria listed below:

1. Mission. The proposal must contain a statement of the program's connection to the institution's mission.
2. Method of Delivery. Describe the method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.
3. Student demand. Evidence of sufficient student and/or employer need for the program in this learning mode. Evidence should demonstrate employers' preference for graduates of the proposed program and target student audience.
4. Duplication. Demonstration that the program does not unnecessarily duplicate existing programs in the state (see the State Regents' *Academic Program Approval* policy).
5. Curriculum. A list of the curriculum will be provided with a request to offer an existing program online.
6. Requests for new programs for offering on-campus and/or through an online format will be submitted for initial approval through the *Academic Program Approval* policy.
7. Program cost. Productivity goals related to the cost and funding of the proposed program must be included in the proposal. (see the State Regents' *Academic Program Approval* policy).

3.17.12 Approval of Subsequent Online Programs

Once the State Regents have approved an institution's offering a program through online delivery or other computer-mediated format, additional programs may be considered that do not require the comprehensive approval method described above. The process for requesting additional existing programs (new programs must be requested through the *Academic Program Approval* policy) through online delivery or other computer-mediated format is for the President to send the following information to the Chancellor: 1) letter of intent, then 2) the name of the program, 3) delivery method/s, 4) information related to population served and student demand, and 5) cost and financing. The State Regents will consider the program request and take the appropriate action. If the program is approved, no additional action is required.

3.17.13 Off-Campus Geographic Service Areas

This section outlines principles and procedures that institutions will use to coordinate traditional off-campus offerings. Coordination with nearby institutions should take place prior to proceeding with traditional off-campus offerings, particularly as it relates to duplication.

The primary criterion is that each state institution will have first priority for offering programs and courses consistent with its mission within its approved service area. However, no institution shall deliver higher education services at any site whose location is closer to another institution than the institution

desiring to offer the service ("home rule") without having an off-campus agreement on file with the State Regents.

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

Frequently Asked Questions

1. *Do subsequent online programs need to have institutional board approval prior to being submitted to the State Regents for consideration?*

Yes. However, blanket governing board approvals will not suffice.

2. *Do State System institutions still need HLC approval to offer online and off-campus programs if a program has State Regents approval?*

Yes, although a State System institution has approval by the State Regents to offer a program the institution must have prior approval by HLC to offer the program if HLC approval is required by HLC.

3. *What are the steps to submitting a request for subsequent online program approval?*

The President of the institution must submit a letter of intent. Within 30 days the President will submit the name of the program, delivery method/s, information related to population served and student demand, and cost and financing.

4. *For how long is the Letter of Intent good?*

The letter of intent is active for a period of 12 months from the time it was received by the State Regents' office.

5. *What methods can be used to appropriately verify the identity of a student taking a distance education course?*

Appropriate methods may include, but may not be limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Such methods must have reasonable and appropriate safeguards to protect student privacy. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.

6. *What is the review/approval process for institutions?*

Once the institution has submitted electronically all required documents, the State Regents' staff will review the application in its entirety to determine the extent to which the institution satisfy SARA requirements. Approval will be communicated to the institution and an electronic link provided whereby institutions will provide NC-SARA additional information and submit its annual membership fee.

7. *When does an institution become an official SARA participant?*

The institution will be an official participant of the SARA at the point in which payment is received by NC-SARA and the institution is subsequently listed on its website.

8. *What is the requisite USDE issued financial responsibility index score for private institutions?*

A private institution with a USDE issued financial responsibility index score greater than or equal to 1.5, on the most recent year's review, meets the financial responsibility index requirement to fully participate in the SARA. Pending State Regents approval, a private institution with a USDE issued financial responsibility index score of at least 1.0 but less than 1.5, on the most recent year's review, may conditionally meet the financial responsibility requirement. No private institution with a financial responsibility index score below 1.0 will be permitted to operate in the SARA.

9. *If SARA membership is revoked by the State Regents, is there an opportunity for an appeal?*
Yes. In the event than an institution chooses to contest the State Regents' ruling to cease its participation in the SARA, the institution may further appeal the decision to the SREB SARA director.
10. *What is the state level complaint process for student's whose complaint was not resolved at the institutional level?*
Students may submit their formal complaint electronically through the State Regents' webpage: <http://www.okhighered.org/current-college-students/complaints.shtml>.
11. *What is considered an egregious violation for purposes of SARA?*
Generally, an alleged SARA violation investigation may include, but not be limited to, when an institution provides fraudulent, deceptive, or misleading information to current or prospective students.
12. *Are distance education courses subject to the geographic service area requirements?*
No. The geographic service area requirements only apply to traditional, face-to-face courses.

Approval and Revisions

The *Off-Campus* policy was adopted April 29, 1968. The policy was revised as described below February 22, 1988; September 23, 1994; June 28, 1995; January 24, 1997; June 30, 1998; April 16, 1999; June 29, 2001; May 30, 2003; June 29, 2006, April 2, 2009, and May 29, 2015.

In 1971 SB 452 created the closed-circuit microwave Televised Instruction System (TIS) or "Talkback Television." It was created to meet the expressed needs of Oklahoma business and industry for graduate level courses not available in remote areas. Subsequently, lower and upper division courses were added. Internal policies guided TIS operations. In the 1990s, TIS transitioned from a course-delivery system to a statewide telecommunications network called OneNet.

Electronic Media expanded in the 1980s to include additional methodologies including videotape, public broadcast system, and Interactive Video. In 1988, electronic media was added to the *Policies and Procedures Pertaining to the Off-Campus Programs* in the division of Educational Outreach. The new policy was titled, *Policies and Procedures Pertaining to Off-Campus Programs and Non-Traditional Methodology*. Also included in the February 1988 revisions was the removal of the distinction between regular academic credit and extension credit and off-campus education was incorporated into the State Regents' budget process.

In 1994, there was a major revision of the *Policies and Procedures Pertaining to Off-Campus Programs and Non-Traditional Methodology*. Due to rapidly changing technology and the policy issues surrounding them, a decision was made to separate the Off-Campus and Electronic Media policies. Other significant changes to the *Off-Campus* policy include: academic standards were reinforced; geographic service areas were approved by presidents and a home rule element (off-campus agreement required if home rule in effect) were added; a process for geographic service area conflict resolution was added;

higher education center courses were no longer considered “off-campus;” individual course approval was eliminated (except for concurrent enrollment that allowed enrollment in liberal arts courses only); and two fiscal provisions were added to allow the authorized fee structure to cover the full cost of new sites and to allow contract agreements between government and corporations and institutions to cover the full educational costs.

The stand alone *Electronic Media* policy was adopted in June 1995. The new policy was deliberately compatible with the *Off-Campus* policy and included some of the items noted above including eliminating individual course approval (except for concurrent enrollment), and the same fiscal provision calling for full cost recovery through fees was added.

January 1997 revisions were made to both the *Electronic Media* and *Off-Campus* policies to incorporate language from the *Accreditation* policy and clarify the understanding of the State Regents’ authority over out-of-state institutions operating in Oklahoma.

A significant *Electronic Media* policy revision was adopted June 30, 1998. Changes included eliminating geographic service areas for electronically delivered courses; requiring evaluation and approval consistent with the institution’s mission and capacity; instituting the best practice review and provisional approval until the review is complete; encouraging institutions outside the system to follow the best practices methodology; adding a section on competency-based curriculum; incorporating HLC guidelines for distance learning programs; requiring responsibility for meeting the community’s needs; defining the limits of approval for programs that offer 50 percent or more of the courses in a program or if the program is advertised as electronic; noting that all other State Regents’ policies apply except course meeting time; and incorporating technical and support standards.

The *Learning Site* policy was adopted April 16, 1999 to allow the import of courses and programs to fulfill needs in remote areas across the system.

The June 29, 2001 revisions to the *Electronic Media* and *Off-Campus* policies eliminated individual course approval for high school concurrent enrollment and the liberal arts enrollment limitation.

The *Off-Campus*, *Electronic Media*, and *Learning Site* policies were combined May 30, 2003 and eliminated duplicative and unnecessary language and added a provision allowing institutions that have successfully completed a best practice review and received final approval for an electronically-delivered program to offer additional programs without repeating the complete program approval process.

The June 29, 2006 revisions include moving some procedural information to this handbook.

The April 2, 2009 revisions included the addition of new definitions; clarified what constitutes electronically delivered and traditional off-campus courses and programs; set the trigger for program approval at 100 percent of the courses for the major offered through online delivery or other computer mediated format; streamlined the program approval process; strengthened the program proposal content section by adding language requiring specificity; removed the continuing approval requirement; removed fiscal provisions for electronic and traditional off-campus instruction.

The May 29, 2015 revisions added new definitions, updated language regarding distance education, provided increased guidance to state system institutions and added a process for participation in the State Authorization Reciprocity Agreement (SARA).

Related Policies

- 3.1 Institutional Accreditation*
- 3.4 Academic Program Approval*
- 3.7 Academic Program Review*
- 3.9 Institutional Admission and Retention*
- 3.13 Undergraduate Academic Course Load*
- 3.15 Undergraduate Degree Requirements*
- 3.16 Credit for Prior Learning*
- 3.19 Academic Calendars*

3.18 In-State/Out-of-State Status of Enrolled Students

Purpose of Policy

3.18.1

The *In-State/Out-of-State Status of Enrolled Students* policy set forth in the paragraphs to follow establishes principles, definitions, criteria, and guidelines to assist institutional officials in the classification of students as in-state or out-of-state for fee and tuition-payment purposes. Also, the policy statement should be helpful to prospective students in the determination of their own in-state/out-of-state status prior to enrollment or for those out-of-state students seeking to be reclassified as in-state after having been classified originally as out-of-state. Determination of in-state status for purposes of attendance at an institution in the state is based primarily on the issue of domiciliary intent.

Authority

Oklahoma statute 70 O.S., Supp. 2003, §3218.2 authorizes the State Regents to establish tuition and fees charged at public institutions to in-state/out-of-state postsecondary students. Further, in accordance with Title 70, Section O.S., §3242 (2007) (also known as HB1804 of the First Regular Session of the 51st Legislature (HB1804)), an individual who cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution, but who has graduated from a public or private high school in Oklahoma, and who meets certain requirements may be eligible for enrollment, resident tuition, and state student financial aid.

Sample affidavits for undocumented students can be found in the Forms and Reference Information section of this handbook.

Policy Procedures

3.18.3 Principles

As part of the admissions process, institutions are responsible for determining students' in-state/out-of-state status consistent with this policy. Administrators interview students, review documentation and are in the best position to determine whether the student may be classified as in-state. Each institution must designate an appropriate administrative official (most often the Admissions Officer) as responsible for administration of this policy. Clarification and additional information including documentation examples and frequently asked questions are in the *Academic Affairs Procedures Handbook*.

The burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy. Mere assertion by a student such as checking "In-State" on the application for admission is insufficient. The appropriate administrative official must review relevant documents, consider the policy principles and procedures, circumstances, and documentation to determine in-state status. While no set criteria, documentation, or set of circumstances can be used for this purpose, the principles outlined below guide the process.

- A. Attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by such attendance.

- B. Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but are situational and necessary and/or voluntary (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.
- C. An out-of-state student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.
- D. An individual is not deemed to have acquired in-state status until he or she has been in the state for at least a year primarily as a permanent resident and not primarily as a student and has established domicile. Likewise, an individual classified as in-state shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.
- E. Unless residency has been established in another state, an individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status and as allowed in 3.18.7 and 3.18.8.
- F. Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12 month domiciliary waiting period, and as provided in sections 3.18.7 or 3.18.8.
- G. Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state provided that he or she establish domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.
- H. Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents' Tuition and Fees policy 4.18.5.B that allows any institution in the State System to waive a portion of the out-of-state tuition which amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.
- I. When a student transfers from one institution to another, the institution to which the student transfers is not bound by the in-state/out-of-state classification previously determined and may request documentation to determine the student's in-state/out-of-state status.

3.18.4 Dependent and Independent Persons

- A. The legal residence of a dependent person is the postsecondary student's parents or the residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.
- B. In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for

administrative officers charged with classifying students will be provided in the procedures handbook.

- C. A dependent person may establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that such separation is complete and permanent. Additionally, the individual must provide evidence that they are responsible for their housing and living expenses. Mere absence from the parental or guardian domicile is not proof of its complete abandonment. If an applicant can provide adequate and satisfactory evidence of independent status and domicile, they may be granted in-state status.

If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma.

Frequently Asked Questions

1. *I've lived in Oklahoma for over a year; can I be re-classified as in-state now?*
Qualifying as in-state for tuition purposes requires more than just being present in the state for a year. The institution may consider various facts, including the duration of time in Oklahoma (12 months) to determine the intent to be an Oklahoma resident. Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but are situational and necessary and/or voluntary (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience. No one item or any combination of items shall control resolution of domiciliary intent.
2. *What is the minimum amount of time a person must reside in Oklahoma to be classified as in-state?*
There are a couple of provisions that allow immediate classification as in-state – subject to institutional requirements of documentation - 3.18.7 *Uniformed Services and Other Military Service/Training* or 3.17.8 *Full-Time Professional Practitioner or Worker* are satisfied. If the person does not satisfy the requirements listed in the above policies, to be classified as in-state, the person must have resided in Oklahoma for at least 12 months not primarily as a postsecondary student, has established domicile in Oklahoma and meet requirements associated with in-state status in policy 3.17.4 *Dependent and Independent Persons*.
3. *In an attempt to determine a student's domiciliary intent, what types of inquires would be appropriate to control resolution?*
The institutions may request the following, but is not an exhaustive list:
 - Tax returns (federal and Oklahoma - make sure they are individual returns **not business**),
 - Letter from employer stating date first employed, location and hours per week or clarification of part-time vs. full-time employment status (may follow-up with a phone call confirmation),
 - Current check stub showing salary rate, Oklahoma tax withheld and cumulative earnings (could possibly be used as substitute for employer letter or tax return for spring admissions),
 - Warranty deed for home purchase or lease agreement for rental (covering 12 months prior to matriculation), or
 - Admission to a licensed practicing profession in Oklahoma.

The following items, standing alone, generally do not establish in-state status:

- Voting or registering to vote in Oklahoma,
- Employment in any position normally filled by a student,
- Lease of living quarters in Oklahoma,
- A statement of intention to acquire domicile in Oklahoma,
- Classification of the student's spouse, unless married to a person with established in-state status (see 3.18.3.F) or as provided in 3.18.7 or 3.18.8,
- Vehicle registration in Oklahoma,
- Acquisition of an Oklahoma's driver's license,
- Payment of Oklahoma personal property taxes.

4. *Are students from U.S. territories considered to be U.S. Citizens?*

Persons who are born in the 50 states, the District of Columbia, and in most cases, Puerto Rico (PR), the U.S. Virgin Islands (VI), Guam (GU), and the Northern Mariana Islands (MP) are U.S. citizens, as are most persons born abroad to parents (or a parent) who are citizens.

5. *How are students with divorced parents when one is living in Oklahoma and the other in different state classified?*

The student will be reviewed on a case-by-case basis and may be classified as in-state so long the in-state parent satisfies either:

- Policy 3.18.7 *Uniformed Services and Other Military Service/Training* or 3.18.8 *Full-Time Professional Practitioner or Worker* or
- Has resided in Oklahoma for two consecutive years and has established domicile (documentation of established domicile and length of residence in Oklahoma may be requested by the institution).

Further, a petition and statement with supporting documentation of primary care, custody and support submitted by the parent residing in Oklahoma may be requested by the institution in effort to determine in-state/out-of-state status. The burden of proof to establish in-state status shall be upon the student.

6. *Is there a limit on the number of out-of-state tuition waivers an institution can grant?*

According to the budget and fiscal *Student Tuition and Fees* policy there are no limits on out-of-state waivers; however, institutions may set internal limits on the number of out-of-state tuition waivers granted.

7. *Is a student that has been classified as an independent person eligible for in-state classification?*

If an independent person can provide evidence of coming to Oklahoma to establish domicile, the applicant may be granted in-state status at the next enrollment occurring after expiration of 12 months following establishment of domicile in Oklahoma. It should be noted the student cannot have resided in Oklahoma primarily as a college student.

8. *If a documented foreign national is recruited to the state as a temporary resource, but is not interested in becoming or is ineligible to become a resident, can we consider this person an exception to policy and waive the out-of-state portion of their fees under the Tuition Waivers section?*

Yes, documented foreign national with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, administrator, or specialist of a treaty nation operating in the United States are eligible for an out-of-state tuition waiver as long as they remain in full-time working status. Their dependents are also eligible. Institutions are not required to grant the tuition waiver.

9. *What types of Visa's are suitable for work/educational purposes?*
For appropriate student and exchange visitors, permanent and temporary workers Visa's refer to the USCIS website <http://www.uscis.gov/portal/site/uscis>. The following Visa's may be suitable for work/educational purposes, but is not intended to be an exhaustive list: F-1, J-1, M-1, H-1B, etc.
10. *Can a documented foreign national be classified as in-state?*
Not in the revised policy. Documented foreign nationals may attend as postsecondary students if they have appropriate educational or work visas as detailed in section 3.18.5. These individuals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements as set forth in this policy.
11. *Are dependent children of a documented foreign national in Oklahoma on an educational visa eligible for in-state status if the dependent child graduated from an Oklahoma high school?*
State Regents' policy section 3.18.5 states that documented foreign nationals are eligible for in-state classification if they become lawful permanent residents, have resided in Oklahoma for at least 12 consecutive months, and meet domicile requirements as set forth in this policy. State Regents' policy section 3.18.5 has precedence over 3.18.3.E and 3.18.8; therefore, documented foreign nationals are not eligible for in-state classification. Documented foreign nationals may be eligible for an out-of-state tuition waiver in accordance with institutional policies.
12. *Are dependents of permanent residents (green card holders) automatically issued permanent resident status by default?*
State Regents' policy does not address this issue. Please refer to the U.S. Citizenship and Immigration Services website, which has a defined process for permanent residents to petition on behalf of their dependents. Refer to <http://www.uscis.gov/portal/site/uscis>.
13. *Can institutions award out-of-state tuition waivers for documented foreign nationals who haven't resided in Oklahoma for at least 12 consecutive months or established domicile?*
Documented foreign nationals who are present in the U.S. with visas that allow full-time employment for extraordinary ability in sciences, arts, education, business, athletics, as an executive, manager, or specialist of a treaty nation company operating in the U.S. are eligible for out-of-state tuition waivers as long as they remain in full-time working status. Dependents of these documented foreign nationals who are lawfully present in Oklahoma based on the documented foreign national's visa are also eligible for out-of-state tuition waivers.
14. *Are documented foreign nationals eligible to be classified as full-time professional practitioners or workers?*
No, effective fall 2011 (or if an institution has approval to implement the policy early) documented foreign nationals are no longer eligible under this provision. However, documented foreign nationals are eligible for out-of-state tuition waivers.
15. *Can undocumented students be classified as in-state?*
The legislation does not allow undocumented individuals to be classified as in-state. It does allow them to enroll at State System institutions, pay resident tuition (if they qualify as indicated below), and be eligible for state financial aid and scholarships only if the student has completed an affidavit as prescribed in 3.18.6A-E and:
- Graduated from a public or private Oklahoma high school;
 - Resided in the state with a parent or legal guardian while attending classes at an Oklahoma public or private high school for at least two (2) years prior to graduation; and

- Satisfies admission standards for the institution.

16. *Are undocumented students who have graduated from out-of-state high schools eligible for admission into Oklahoma State System institutions?*

Yes. Additionally colleges and universities may edit the affidavit to suit their needs as long as the policy language remains the same.

17. *If a uniformed service member's family receives orders to leave the state during a student's high school senior year and the student remains in the state to attend college, can he or she be considered in-state for tuition purposes?*

Yes, policy states members of the uniformed services who provide evidence that they are full-time active duty in the uniformed services and stationed in Oklahoma shall be immediately classified as in-state status along with their spouse and dependent children. Further, when members of the uniformed services are transferred out-of-state, the member, their spouse and dependent children shall continue to be classified as in-state as long as they remain continuously enrolled.

Retired and honorably discharged uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12 month requirement if they establish domicile as defined in this policy. Copies of the Certificate of Release or Discharge from Active Duty DD form 214 shall serve as documentation.

18. *How should a uniformed service member dependent be classified if their legal guardian or parent have been stationed in Oklahoma less than a year and received deployment orders from the military and the dependent will have been in Oklahoma less than a year after high school graduation?*

If the student is a uniformed service member dependent s/he is classified as in-state per policy 3.18.7 *Uniformed Services and Other Military Service/Training*.

19. *Are dependent children of uniformed service members stationed in Oklahoma who have not established residency as per 3.18.3.D and 3.18.4.A eligible for a concurrent enrollment tuition waiver?*

Yes. Policy 3.18.7 states “members of the uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active duty status of more than thirty (30) days in the uniformed services stationed in Oklahoma or temporarily present through military orders” shall be eligible for in-state status.

20. *What type of document will serve as evidence of full-time active duty in the uniformed services?*

Military orders or their most recent military leave and earnings statement.

21. *What is the minimum length that uniformed service members stationed in Oklahoma or temporarily present through military orders must reside before establishing in-state status?*

Per the *Uniformed Services and Other Military Services/Training* policy section 3.18.7, members of the uniformed services who provide evidence that they are full-time active duty in the uniformed services stationed in Oklahoma or temporarily present through military orders shall be immediately classified as in-state upon admission.

22. *Will policy 3.18.7 *Uniformed Services and Other Military Service/Training*, which states members of the uniformed services who provide evidence that they are full-time active duty stationed in Oklahoma or temporary present through military orders shall be immediately classified upon admission as in-state status along with their spouse and dependent children, impact arrangements made through fiscal policy 4.18.4C *Contract Credit Course Fee*?*

No. Institutions authorized by the State Regents to establish special fees for delivery of courses and programs to governmental entities, including, but not limited to, the military, profit and nonprofit associations, corporations, and other private entities shall continue to operate the agreement as described in policy 4.18.4C.

23. *Do dependent children of members of the military reserve retain in-state status if they transfer to another State System institution?*

Yes. Per HB 2689, dependent children of members of the military reserve on full-time active duty shall be immediately classified upon admission as in-state status provided that Oklahoma is the home of record.

24. *For the purposes of maintaining in-state state status, as described in 3.18.7G, what is considered continuously enrolled?*

To maintain in-state status under the continuously enrolled provision as described in 3.18.7G, the student, regardless of classification, must enroll each Fall and Spring Semester. The Summer Semester and intersession terms are optional. Any break in enrollment, during a Fall or Spring Semester, for students described in 3.18.7G, would make the student ineligible for in-state status unless he/she establishes residency through one of the other means noted within the *In-State/Out-of-State Status of Enrolled Students* policy.

25. *If a student, who is required to be continuously enrolled to maintain in-state status, as described in 3.18.7G, transfers from one state system institution to another state system institution, without a break in enrollment, will he/she retain in-state status?*

Yes. Based on Senate Bill 138, an eligible student shall maintain in-status at an institution within the state system if a student, as described in policy section 3.18.7G, remains continuously enrolled at an institution within the state system.

26. *Are students required to live in Oklahoma to be eligible for in-state classification under 3.18.7A.3 and 3.18.7.B?*

Yes, the policy specifies that this student would have to live in the state while enrolled at the institution. To qualify for in-state status, these students will need to submit a letter of intent to establish residence in the state and provide documentation to substantiate that he/she is living in the state. Such documentation may include, but need not be limited to, a copy of their lease; a letter from their landlord; or a copy of the utility bill that includes the individual's name and address.

27. *If a student, as noted under 3.18.7A.3 or 3.18.7.B, is enrolled during a semester in which he/she has exhausted educational assistance, under chapter 33 or 30, will he/she maintain in-state classification in subsequent semesters?*

Yes, an eligible student who has exhausted educational assistance, under Chapter 30 or 33, shall maintain in-state status if the student remains continuously enrolled at an institution within the State System.

28. *If the five year period, after being discharged or released expires during a semester in which an eligible student is enrolled, will the student maintain in-state classification in subsequent semesters?*

Based on Senate Bill 138, an eligible student, who exceeds the five year period after being discharged or released from active duty uniformed service, shall maintain in-state status if the student remains continuously enrolled at an institution within the State System.

29. *A student meets the requirements of , 3.18.7B.1,3.18.7B.2, 3.18.7.C. During the fifth and sixth year, the student remains enrolled at the same institution; however, during the sixth year, the student changes his/her major. Is the student eligible for continued classification as in-state?*

An eligible student, who exceeds the five year period after being discharged or released from active duty uniformed service, shall maintain in-state status (pay in-state tuition) if the student remains continuously enrolled at an institution within the state system. Therefore, a student who is continuously enrolled during the sixth year will maintain in-state status (pay in-state tuition), even in cases in which the student changes his/her major.

30. *Does policy 3.18.7 Uniformed Services and Other Military Service/Training relating to military reserve qualify the reservist and the spouse for in-state status?*

Yes. Title 70, O.S., Section 3247 states explicitly that a student shall be eligible for in-state status if the student is the dependent child or spouse of a member of the military reserve.

31. *What documentation will validate that the individual met the 90 day minimum service requirement and enrolled within a five year period after being discharged or released from active uniformed service?*

The Certificate of Release or Discharge from Active Duty, generally referred to as a DD-214, will provide the information needed to substantiate if these conditions are met.

32. *If Oklahoma is the home of record of the service member who was discharged or released from active uniformed service, as noted in 3.18.7.C, does the student have to be receiving VA educational assistance to qualify for in-state status?*

No. Based on Senate Bill 138, if Oklahoma is the home of record, a person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) days of active uninformed service, less than five (5) years before the date of enrollment in the course(s) concerned shall be classified as in-state.

33. *To qualify for in-state status, is a student who is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship required to enroll within five years of the service member's death? Is there a requirement that the deceased service member's death in the line of duty follow a period of active duty service of 90 days or more?*

No. Based on amendments to section 3679(c) of Title 38 of United States Code, the aforementioned conditions are no longer required for a student who is using benefits under the Marine Gunnery Sergeant John David Fry Scholarship to be eligible for in-state classification.

34. *Who is eligible for in-state classification under 3.18.7.B?*

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in Oklahoma (regardless of his/her formal State of residence) and enrolls at a State System institution within five years of discharge or release from a period of active duty service of 90 days or more;
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in Oklahoma (regardless of his/her formal State of residence) and enrolls at a State System institution within five years of the transferor's discharge or release from a period of active duty service of 90 days or more; or
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Oklahoma and enrolls at a State System institution (regardless of his/her formal state of residence).

35. *Who is eligible for in-state status under 3.18.7.A.3?*
Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Oklahoma while enrolled at a State System institution (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.
36. *Do members of the National Guard or reserves fall within the uniformed service category?*
The National Guard or reserves are not considered uniformed service; however, a member of the National Guard or reserves, who is called to federal active duty, is serving within the uniformed services category during the time in which s/he is on active duty.
37. *Where can information be found regarding the Oklahoma National Guard Tuition Wavier?*
Please refer to the Budget and Fiscal Affairs policy section 4.18.5.j.
38. *Does the Full-Time Professional Practitioner or Worker section override the concept of domiciliary intent?*
Yes, so long as they continue in such full-time employment capacity or until such time that they establish residency.
39. *How should a person be classified if they have come to Oklahoma to work full-time, but have also attended school on more than a half-time basis?*
Persons who provide evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependent children without the 12 month domiciliary requirement so long as they continue in such full-time employment capacity or until such time that they independently establish in-state status. Attending school on more than a half-time basis does not disqualify full-time workers from being reclassified as in-state.
40. *What type of evidence is appropriate to verify that the full-time professional practitioner or worker described in 3.18.8 that is also a student, has come to Oklahoma primarily for employment purposes?*
To support the intent of the policy, the student should provide documentation that the full-time employment preceded enrollment in school.
41. *Can a student working multiple part-time jobs equaling 40 hours, or more, per week qualify for in-state status under the full-time professional practitioner or worker policy?*
While State Regents' policy is not explicit, this particular situation would not meet the spirit of the full-time practitioner or worker policy.
42. *For those individuals that provide evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full-time, or work on a full-time basis, is it required that they live in Oklahoma full-time?*
While State Regents' policy is not explicit, the intent of the policy regarding practicing a profession, conducting a business full-time, or working on a full-time basis is that the individual who meets the criteria would also live in Oklahoma on a full-time basis.

Approval and Revisions

Approved July 1958. Revised March 28, 1967; December 16, 1974; June 29, 1977; July 25, 1984; December 5, 1988; October 23, 1989; March 24, 1993; June 28, 1996; June 30, 2003; April 1, 2004; and June 29, 2006; April 22, 2010 (effective Fall 2011); June 24, 2010; May 25, 2012; December 6, 2012; September 4, 2014; May 29, 2015; and April 20, 2017.

The March 28, 1967 revisions included clarifying that attendance at an institution does not constitute residency, clarifying the military policy, defining age of a minor as 21, 3.1 and adding a section on adult students.

The December 16, 1974 revisions included revising the language regarding married students and adding non-US citizen section.

The June 29, 1977 revisions included provisions for Asian refugees.

The July 25, 1984 revisions introduced a new version of the policy including philosophy, principles, and definitions.

The December 5, 1988 revisions included provisions for those with an amnesty card.

The October 23, 1989 revisions included the addition of language regarding full-time professionals, state drivers' licenses and personal vehicles registered in Oklahoma.

The March 24, 1993 revisions included the addition of language on domiciliary intent, revisions to the military personnel and full-time professional sections, and removing the proof of residence list.

The June 28, 1996 revisions included provisions for those married to Oklahoma residents.

The June 30, 2003 revisions included provisions for undocumented students as required by SB 596.

The April 1, 2004 revisions included new provisions for Oklahoma high school graduates, military dependents, and dependents of full-time workers for consistency with the provisions for undocumented students. These revisions were effective with the 2004 Fall semester.

The June 29, 2006 revisions included only formatting and minor language changes.

The April 22, 2010 revisions included new provisions providing clarification to confusing passages, reduction to ambiguities in the policy language and clear guidance to State System institutions regarding residence status.

The June 24, 2010 amendment added language to policy section 3.17.7 *Military Personnel* to allow institutions better flexibility and provide clarity to better serve members of the armed forces.

On April 22, 2010 the Oklahoma State Regents for Higher Education approved revisions to the policy statement on *Residence Status of Enrolled Students*. The revised policy included a title change from *Residence Status of Enrolled Students* to *In-State/Out-of-State Status of Enrolled Students*. Within the policy revision, all references to "residence" have been changed to "in-state" or "out-of-state" as appropriate.

In order to use consistent terminology, hereinafter all references to "resident" and "non-resident" shall be referred to as "in-state" or "out-of-state" respectively where appropriate.

The May 25, 2012 revisions clarified and linked Chapter 3 Academic Affairs *In-State/Out-of-State Status of Enrolled Students* policy with the Chapter 4 *Budget and Fiscal Affairs Student Tuition and Fees Policy* pertaining to the Oklahoma National Guard tuition waiver.

The December 6, 2012 revisions included provisions for dependent children of members of the military reserve as required by HB 2689.

The September 4, 2014 changes aligned policy with Senate Bill 1829 signed by Governor Mary Fallin relating to higher education making students who participate in the Reserve Officer Training Corps eligible for resident tuition at State System institutions.

The May 29, 2015 changes align with the provisions of H.R. 3230 section 702 and of SB 138 relating to in-state status for dependents of military personnel; providing criteria for in-state status for students who qualify for certain federal veteran benefits, the spouses of such students and certain children of such students; providing definition; requiring a student to make certain filing and maintain certain status to remain eligible.

The April 20, 2017 revisions align with public law 114-315, which modified section 3679(c) of Title 38 of United States Code. These revisions provide additional opportunities for a spouse or a dependent child of a service member to be eligible for in-state status.

Related Policies

3.9 Institutional Admission and Retention

Undocumented Immigrant Students

Information for the Oklahoma State System of Higher Education

The following information is intended to assist institutions of the Oklahoma State System of Higher Education in implementing the provisions of HB 1804 and SB 820 of the 2007 legislative session as well as the related State Regents' policy (3.17.6) that became effective November 1, 2007.

HB 1804 provides that an individual who is not lawfully present in the United States shall not be eligible on the basis of residence within Oklahoma for any postsecondary education benefit, including but not limited to, scholarships or financial aid, or for resident tuition, except as provided under new law set forth in other provisions of HB 1804 and under the revised State Regents' policy (3.17.6) which conforms with that new law. However, HB 1804 also provides that this provision regarding eligibility for resident tuition and state financial aid shall not apply to an undocumented immigrant student enrolled in a degree program at a state system institution during the 2006-07 school year or any prior school year who received a resident tuition benefit pursuant to the pre-HB 1804 statute and pre-HB 1804 State Regents policy regarding undocumented immigrant students. In addition, SB 820 of the 2007 legislative session creates unique treatment of undocumented immigrant students participating in Oklahoma's Promise.

The new legislation identifies three categories of undocumented immigrant students (i.e. students that cannot present to the institution valid documentation of United States nationality or an immigration status permitting study at a postsecondary institution):

Category I – Students enrolled in a degree program at a state system institution during the 2006-07 year or any prior school year who received a resident tuition benefit pursuant to the pre-HB 1804 statute and pre-HB 1804 State Regents' policy. These students are “grandfathered” and remain eligible for resident tuition and state financial aid under the pre-HB 1804 law and pre-HB 1804 policy.

Category II – Students enrolling in a postsecondary education institution in 2007-08 and thereafter. These students are subject to the new restrictions under HB 1804 and the State Regents’ policy that became effective November 1, 2007.

Oklahoma’s Promise - While students participating in Oklahoma’s Promise also fall into either Category I or Category II, SB 820 provides unique treatment of these students with respect to their eligibility to receive the Oklahoma’s Promise award.

Category I: Students Enrolled in 2006-07 or Prior Years (“grandfathered” students)

Undocumented immigrant students enrolled in a degree program (does not include concurrent enrollment) at a state system institution in 2006-07 or any prior school year who received a resident tuition benefit are subject to the requirements of SB 596 of the 2003 legislative session and the related State Regents policy in place until October 31, 2007.

To be eligible for enrollment, resident tuition, and state financial aid, a Category I undocumented immigrant student must:

1. Have graduated from a public or private high school in Oklahoma or received the GED certificate in Oklahoma;
2. Have resided in Oklahoma with a parent or guardian for at least two (2) years prior to graduation from high school or receipt of the GED certificate;
3. Satisfy admission standards, as determined by the State Regents, for the institution in which the student intends to enroll;
4. Have secured admission and enrolled in an institution within the Oklahoma State System of Higher Education; and
5. File an affidavit (see Attachment A) with the institution stating that the student:
 - a. Has filed an application or has a petition pending with the United States Citizenship and Immigration Services to legalize the student's immigration status; or
 - b. Will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so.

Category I undocumented immigrant students who meet the conditions outlined above are eligible to receive awards for the following state financial aid programs*:

- Oklahoma Tuition Aid Grant (OTAG)
- Academic Scholars Program
- Oklahoma Tuition Equalization Grant (OTEG)
- Regional University Baccalaureate Scholarship
- National Guard Tuition Waiver
- Future Teachers Scholarship
- Tulsa Reconciliation Scholarship
- Any other state-funded scholarship
- Any institutional financial aid, including tuition waivers.

* *Students participating in Oklahoma’s Promise are subject to unique provisions per SB 820 as described in the section entitled “Oklahoma’s Promise.”*

Frequently Asked Questions Related to Category I Students:

1. *Are the “grandfathered” undocumented immigrant students in Category I considered resident or nonresident students for classification purposes?*

Regardless of whether they are Category I students (pre-HB 1804) or Category II students (post-HB 1804), persons without lawful permanent residence status in the United States, as defined by United States Citizenship and Immigration Services (USCIS), are not eligible for classification as an Oklahoma resident. Establishment of eligibility for resident tuition (pre-HB 1804 and post-HB 1804) does not give these students Oklahoma resident status. These students should be classified as nonresidents.

2. *Are undocumented students that were enrolled in private colleges or universities in Oklahoma in 2006-07 or earlier considered “grandfathered” and therefore a Category I student?*

If the undocumented student was enrolled only at a private college in Oklahoma in 2006-07 or before, they are not considered “grandfathered” by HB 1804. However, if the student was also enrolled in a degree program at a state system institution in 2006-07 or earlier, they would be considered “grandfathered” and therefore a Category I student.

Category II: Students Enrolling in 2007-08 and Thereafter

For undocumented immigrant students enrolling for the first time in 2007-08 and thereafter, HB 1804 separates eligibility for resident tuition and eligibility for state financial aid. Eligibility for state financial aid is more restrictive than eligibility for resident tuition.

Eligibility for Resident Tuition for Category II Students

To be eligible for enrollment and resident tuition under HB 1804, a Category II undocumented immigrant student must:

1. Have graduated from a public or private high school in Oklahoma (Note: GED or homeschool education will not establish eligibility for any student.);
2. Have resided in Oklahoma with a parent or legal guardian while attending a public or private high school in Oklahoma for at least two (2) years prior to graduation;
3. Satisfy admission standards, as determined by the State Regents, for the institution in which the student intends to enroll;
4. Have secured admission and enrolled in an institution within The Oklahoma State System of Higher Education; and
5. Do one of the following:
 - a. Provide to the institution a copy of a true and correct application or petition filed with the United States Citizenship and Immigration Services to legalize the student's immigration status; or
 - b. File an affidavit (see Attachment B) with the institution stating that the student will file an application to legalize their immigration status at the earliest opportunity the student is able to do so, but in no case later than either: (a) one (1) year after the date on which the student enrolls for study at the institution; or (b) if there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the USCIS provides such a formal process.

Students who file an affidavit must present to the institution a copy of a true and correct application filed with the USCIS no later than either: (a) one (1) year after the date on which the student enrolls for study

at the institution; or (b) if there is no formal process to permit children of parents without lawful immigration status to apply for lawful status without risk of deportation, one (1) year after the USCIS provides such a formal process.

When a student provides or presents to the institution a copy of an application or petition filed with USCIS, the copy shall be maintained in the institution's records for that student.

Eligibility for State Financial Aid for Category II Students

In general, to be eligible for state financial aid under HB 1804 (there are exceptions per SB 820 for students participating in Oklahoma's Promise), a Category II undocumented immigrant student must:

1. Have graduated from a public or private high school in Oklahoma (Note: GED or homeschool education will not establish eligibility for state financial aid for any student. This provision does not apply to homeschool students with respect to Oklahoma's Promise.);
2. Have resided in Oklahoma with a parent or guardian while attending a public or private high school in Oklahoma for at least two (2) years prior to graduation (The part of this provision regarding attendance at a public or private high school in Oklahoma does not apply to homeschool students with respect to Oklahoma's Promise.);
3. Satisfy admission standards, as determined by the State Regents, for the institution in which the student intends to enroll;
4. Have secured admission and enrolled in an institution within the Oklahoma State System of Higher Education;
5. Provide to the institution a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status. The affidavit which establishes eligibility for resident tuition does not establish eligibility for state financial aid. [Oklahoma's Promise students who enrolled in the program as 8th, 9th, or 10th-grade students on or before July 2, 2007 can establish eligibility for that program by filing an affidavit as explained in the section below on Oklahoma's Promise.]

Category II undocumented immigrant students who do **not** provide or present the institution with a copy of a true and correct application or petition filed with the USCIS are:

NOT Eligible for*:

- Oklahoma Tuition Aid Grant (OTAG)
- Academic Scholars Program
- Oklahoma Tuition Equalization Grant (OTEG)
- Regional University Baccalaureate Scholarship
- National Guard Tuition Waiver
- Future Teachers Scholarship
- Tulsa Reconciliation Scholarship
- Any other state-funded scholarship
- Any institutional financial aid that is funded from institution or state sources, including tuition waivers (with the exception of concurrent enrollment tuition waivers and cooperative alliance fee waivers for secondary education students as noted below)

Eligible for*:

- Financial aid that is funded only from private or non-state sources such as foundations
- Concurrent enrollment tuition waivers and cooperative alliance fee waivers

* For students participating in Oklahoma's Promise, see the following section entitled, "Oklahoma's Promise."

Frequently Asked Questions Related to Category II Students:

1. *It appears that for Category II students, the GED is no longer acceptable for consideration of resident tuition or state financial aid (as it is/was for Category I students). Is this correct?*

Yes, HB 1804 eliminated the GED option for Category II students. Homeschool students are also not eligible for consideration for resident tuition or financial aid (except homeschool students participating in Oklahoma's Promise).

2. *When do the new policies go into effect? Do the new restrictions impact financial aid that has already been awarded to Category II undocumented immigrant students for the Spring 2008 semester?*

HB 1804 and the State Regents' new policy became effective on November 1, 2007. The new laws and policy affect all financial aid awarded on or after November 1, 2007. If a Category II undocumented immigrant student was awarded state financial aid on an annual basis for the 2007-08 school year prior to November 1, 2007, the student should receive the aid as expected for the remainder of 2007-08 school year. For example, Category II undocumented immigrant students awarded the OTAG for the full 2007-08 award year will receive Spring 2008 semester awards (Category II students will not be eligible for spring-semester-only awards in 2008). The new laws and policy will impact OTAG applicants for the 2008-09 school year.

3. *How does the new law affect financial aid awards for Category II students that were intended to be multi-year awards? For example, our institution offers a four-year tuition waiver scholarship based on merit. If a Category II undocumented immigrant student was initially awarded a scholarship in 2007-08 intended to extend beyond the 2007-08 school year, must they be denied the scholarship for the 2008-09 school year and subsequent school years?*

Yes. While Category I students and Oklahoma's Promise students benefit from certain "grandfathering" provisions, there are no "grandfathering" provisions for Category II undocumented immigrant students to receive any other form of state financial aid beyond the 2007-08 school year, including the multi-year-award programs like the Academic Scholars Program and the Regional University Baccalaureate Scholarship. Category II students must meet the new HB 1804 requirements for financial aid eligibility to continue receiving the awards after the 2007-08 school year.

Oklahoma's Promise (Oklahoma Higher Learning Access Program) Per SB 820

Undocumented immigrant students participating in Oklahoma's Promise are treated uniquely under SB 820. Students in the program fall into two groups as described below:

Group A—*Students Enrolled in Oklahoma's Promise on or before July 2, 2007:* Undocumented immigrant students enrolled in Oklahoma's Promise as 8th-, 9th- or 10th-grade students on or before July 2, 2007, including current college students, are eligible to receive the award by providing or presenting a copy of an application or petition filed with USCIS **OR** by filing the Oklahoma's Promise affidavit (Attachment C). The Oklahoma's Promise affidavit is similar to the Category I affidavit (Attachment A) but differs in that it recognizes that Oklahoma's Promise students may be homeschooled. To qualify for resident tuition, Group A Oklahoma's Promise students will need to **also** file the Category I affidavit (Attachment A) or the Category II affidavit (Attachment B), whichever is applicable.

Group B—Students Enrolled in Oklahoma’s Promise after July 2, 2007: Undocumented immigrant students may continue to enroll in Oklahoma’s Promise as 8th-, 9th-, and 10th-grade students. However, all 8th-, 9th-, and 10th-grade students enrolling in Oklahoma's Promise after July 2, 2007 must be a United States Citizen or lawfully present in the United States at the time they enter college to receive the program award. For Group B students, neither the Oklahoma’s Promise affidavit allowed for Group A students nor the copy of an application or petition filed with the USCIS will establish eligibility for the award. The institution must verify that the student is a U.S. citizen or lawfully present in the United States as defined by the USCIS, evidenced by whatever documents may be required under federal law. The first Group B students are expected to enter college in 2010 (see below).

Based on the categories defined above:

- All Oklahoma’s Promise students eligible for the award in college in 2007-08 are in Group A.
- Oklahoma’s Promise high school graduates of 2008 and 2009 are in Group A.
- 2010 Oklahoma’s Promise high school graduates:
 - Those who enrolled in the 8th grade (2005-06) or 9th-grade (2006-07) are in Group A.
 - Those who enrolled in the 10th grade (2007-08) are in Group B.
- 2011 Oklahoma’s Promise high school graduates:
 - Those who enrolled in the 8th grade (2006-07) are in Group A.
 - Those who enrolled in the 9th grade (2007-08) or 10th grade (2008-09) are in Group B.
- 2012 Oklahoma’s Promise high school graduates and all graduates thereafter are in Group B.

Frequently Asked Questions Related to Oklahoma’s Promise Students

1. *How will the institution know which Oklahoma’s Promise students are in Group A vs. Group B?*
Prior to the first Group B students graduating high school in 2010, the State Regents will work to identify Group B students on the Oklahoma’s Promise award eligibility list.

Contact Information for Questions

For questions about the items addressed in this document please refer to the following list.

- For general questions about the legislation (HB 1804 and SB 820) or related State Regents’ policy, contact Bob Anthony, General Counsel, at banthony@osrhe.edu or (405) 225-9129.
- For specific questions related to eligibility for resident tuition, contact Daniel Archer, Assistant Vice Chancellor for Academic Affairs, at darcher@osrhe.edu or (405) 225-9142.
- For Oklahoma’s Promise, contact Carol Alexander, Oklahoma’s Promise Scholarship Coordinator, at calexander@osrhe.edu or (405) 225-9160 or Bryce Fair, Associate Vice Chancellor for Scholarships and Grants, at bfair@osrhe.edu or (405) 225-9162.
- For the Oklahoma Tuition Aid Grant (OTAG) or the Oklahoma Tuition Equalization Grant (OTEG), contact Irala Magee, Director of OTAG, at imagee@osrhe.edu or (405) 225-9378.
- For all other state financial aid programs, contact the Scholarship Programs Coordinator, at (405) 225-9131.

3.19 Academic Calendars

Purpose of Policy

3.19.1

The *Academic Calendars* policy establishes a uniform academic calendar for the State System.

Policy Procedures

3.19.3 Academic Calendar Standards

The uniform academic calendar for institutions in the State System consists of the Fall and Spring semesters and a Summer session.

All classes are expected to meet for sixteen weeks, and no institution, academic department, or individual faculty member is authorized to reduce the number of academic weeks in the standard semester without specific approval of the State Regents. Those institutions which reserve the final week of the semester as a testing period shall ensure that all classes meet during the testing period.

The semester-credit-hour is the standard and traditional unit of credit to be used by institutions in evaluating a student's educational attainment and progress. Semester-hour of credit is calculated as follows:

- A. One semester-hour of credit is normally awarded for completion of a course meeting for 800 instructional minutes, (50 minutes per week for sixteen weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.
- B. Laboratory credit is normally awarded at a rate not to exceed one-half the instructional rate. One semester-hour of credit is normally awarded for completion of a laboratory meeting a minimum of 1600 minutes (100 minutes per week for sixteen weeks).
- C. Instruction offered through a combination of class and laboratory meetings would normally observe the standards set forth above on a pro rata basis. For example, a course offered for four semester-hours of credit might meet for 100 minutes of organized instruction plus 200 minutes of laboratory per week for 16 weeks.
- D. Block or alternative course schedules may also occur within the dates set forth for a semester or summer session. Courses offered during academic terms shorter than a semester will observe the same academic standards involving instructional hours per semester-credit-hour as those courses offered during a standard academic semester. Institutions are encouraged to be flexible in offering courses in alternative schedules to meet student and employer needs.
- E. The drop period is during the first ten regular instructional days of a regular semester and the first five regular instructional days of a summer session, or, in general, the first one-eighth of the academic term. Institutions may also allow students to add courses during this period or a designated shorter period. In either case, appropriate add/drop charges apply. See the State Regents' Grading policy for timelines for student withdrawal.

3.19.4 Approval of Academic Calendars

Each State System institution's academic calendar is approved by the president or the president's designee and submitted annually to the State Regents. The academic calendar shall describe any alternative schedules. Submission is due by January 1 prior to the summer session to which the proposed calendar applies.

Related Policy Information

A system calendar can be found online at <http://www.okhighered.org/admin-fac/academic-calendar/>.

The Oklahoma legislature (70 O.S. §24-151 [2000]) requested that the State Superintendent of Public Instruction, the Director of the State Department of Career and Technology Education, and the Chancellor for Higher Education coordinate Spring break dates for the public schools, career technology centers, and institutions within the State System of higher education beginning with the 2001-02 school year.

After discussion among the three officials, they decided upon timeframe for Spring break each year is the week encompassing the third Wednesday of March. All public schools, career technology centers, and State System institutions are directed to schedule Spring break during this time each year.

Approval and Revisions

Approved January 19, 1971. Revised February 27, 1980; August 16, 1994; March 12, 1999; December 3, 1999; June 30, 2000; and June 29, 2006.

The February 27, 1980 revisions discouraged institutions from offering shorter sessions during the regular Fall and Spring semesters.

The August 16, 1994 revisions included the requirement that calendar submissions list alternative schedules, recognizing that Saturday and Sunday are not counted as regular instructional days, deleting the discouragement of block courses during the regular semester, converting one semester to 800 minutes, and moving the add/drop section from the fiscal policy. Two revisions, clarifying that the policy on academic workload applies to undergraduate students and articulating that institutions may limit a student's workload now relate to the State Regents' *Undergraduate Academic Course Load* policy).

The March 12, 1999 revisions included the addition of a footnote grading competency-based learning.

The December 3, 1999 revisions deleted the footnote added March 12, 1999 and added language from the electronic media policy regarding competency-based evaluation.

The June 30, 2000 revisions included allowing institutional calendars to be approved by the presidents instead of the State Regents, adding a provision for intersessions, adding language to follow HLC standards, and allowing exceptions to be made to the student workload policy by the president or the president's designee.

The June 29, 2006 revisions included dividing the current policy on academic calendars and undergraduate academic course load.

Related Policies

3.12 Grading

3.13 Undergraduate Academic Course Load

3.20 Student Assessment and Remediation

Purpose of Policy

3.20.1

Accountability to the citizens of Oklahoma and external accrediting bodies and continuous improvement of student learning and institutional effectiveness, measurable through assessment programs, are the responsibilities of the State System and each institution.

Policy Procedures

3.20.3 Principles

Each college and university shall assess student performance in achieving its programmatic objectives. Specifically, each institution will develop a plan, subject to State Regents' approval, for the evaluation of students at college entry to determine academic preparation and course placement, general education assessment to determine defined competencies, program outcomes assessment to evaluate the outcomes in the student's major, student engagement, and perception of program quality including satisfaction with support services, academic curriculum, and the faculty. Such evaluation criteria must be tied to stated program outcomes and learner competencies. Data at each level of assessment will be reported to the State Regents annually and will include detailed information designed to ensure accountability throughout the system (Note: Detailed information on assessment reporting guidelines is available in the Forms and Reference Information section).

Related Policy Information

The purpose of assessment is to maximize student success through the assessment process by the systematic gathering, interpretation, and use of information about student learning/achievement to improve instruction. The results of assessment contribute to and are an integral part of the institution's strategic planning and program review process to improve teaching and learning. Assessment is also one mechanism to monitor the effectiveness of the State System. Finally, student assessment is designed to contribute to: (1) assuring the integrity of college degrees and other educational activities/goals, (2) increasing the retention and graduate rates of college students, (3) enhancing the quality of campus life in general, and (4) encouraging high school students to improve their academic preparation for college.

To achieve the above goals, the State Regents implemented assessment requirements for institutions in the State System beginning Fall 1994.

Minimum subject test scores on the ACT are the “first cut” in assessing students’ knowledge levels. The appropriate subject test level for each area (one system score for each subject area) is set by the State Regents through staff work with ACT and the Council on Instruction.

The ACT minimum subject test scores for entry-level assessment are:

Math	19
English	19
Science	19
Reading	19

Students not scoring the required ACT will be placed into courses consistent with the *Student Assessment and Remediation* policy.

The SAT minimum subject test scores for entry-level assessment are:

Math	530 Math*
English	480 Evidenced Based Reading and Writing*
Science	N/A
Reading	480 Evidenced Based Reading and Writing*

* *This score is valid for SATs administered on or after March 5, 2016. This score is based on College Board's Concordance Table that was published on May 9, 2016. It is subject to change.*

Frequently Asked Questions

- 1. Although it is expected that first-time applicants under 21 will present ACT test scores, many have not yet taken it. Is it permissible for the community colleges to use their institutionally approved assessment test as the first-cut test score for placement if the applicant has not taken the ACT?*

Unless the student is admitted under one of the State Regents' special admission provisions, i.e. adult admission, the State Regents' policy states that for admission to a community college a student has to "participate in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges in the State System. Students utilizing a test other than ACT will have their scores converted to ACT equivalents." The SAT test is the only admission test with a concordance table to ACT.
- 2. Are the ACT subscores of 19 required for college admission?*

No, the ACT subscores are an assessment/course placement requirement. The performance admission standards are unaffected by this policy change. Community colleges are, and will remain, open admission institutions.
- 3. If a student has the appropriate number of high school units but doesn't have a 19 in that subject area, does the student have a deficiency?*

The student does not have a curricular deficiency, but he/she has to remediate in the weak subject area(s). The assessment procedure is an additional requirement to assist students to be prepared for collegiate level instruction.
- 4. Is it mandatory to re-test students with an additional test after they have failed to meet the designated ACT subscore or may they be placed directly into developmental course work?*

In most cases an approved institutional assessment plan will identify a secondary testing procedure, but this is not mandatory, or allow for multiple measures of assessment for course placement. A student scoring below a 19 remediate deficiencies consistent with policy if no other evidence of proficiency is provided (such as secondary testing).
- 5. May a student assume responsibility for taking college-level course work and have the requirement waived?*

No, students must provide evidence of proficiency in each subject area or successfully complete a remedial course.
- 6. Will the ACT subscore in reading waive a high school history course deficiency?*

No, students with a history deficiency will be required to take an additional collegiate three-hour history course.

7. *Are AAS and certificate students subject to a 24 hour limit on enrollment if deficiencies are not satisfied?*
Not by State Regents' policy. However, it is advantageous for students to take basic skills courses early in their college career to prepare them for the college-level work to follow.
8. *Should remedial/developmental courses be included when determining the maximum 24 hours in which students should remediate?*
Only college-level work can be included in 24 hours.
9. *Can GED be utilized as another measure?*
No, GED subtest scores may not be utilized to remediate curricular requirements.
10. *May a receiving institution assume that a transfer student with over 24 hours of college-level course work has remediated any curricular deficiencies from both their high school and from their ACT area scores?*
Prior to the State Regents' 1994 policy revisions, an institution could assume that curricular deficiencies were remediated for students with more than 24 credit hours. Now, students have additional time to remediate and that assumption is no longer true. Additionally, a student could have attended two or more institutions (the second school as a transfer probation student), thus allowing more than 24 hours to remediate deficiencies.
11. *To remediate a 2 unit deficiency, does it take 2 appropriate remedial or college level courses to remediate the deficiency?*
Yes, it takes 2 courses in the appropriate subject areas.
12. *What are the four guided electives?*
The four guided electives referred to in earlier versions of this policy refer to the current three units allowed in the “other” category and the citizenship skills requirements. In 1992, the COI approved policy language with 11 required units in English, mathematics, science, and history with four liberal arts and sciences elective units. The State Regents revised the policy to require one unit of citizenship skills. The current policy includes the citizenship skills requirement in the “History and Citizenship Skills” category.

Approval and Revisions

Adopted October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996; June 29, 2006; and October 22, 2015.

The April 15, 1994 revisions added a section requiring concurrently enrolled high school students to meet assessment requirements before enrolling in courses in each subject area.

The June 28, 1995 revisions defined graduate student assessment and removed secondary assessment for concurrent students.

The June 28, 1996 revisions included requiring all concurrently enrolled high school students to meet the same requirement, including those from accredited high schools, private non-accredited high schools, and home schooled students.

The June 29, 2006 revisions included changing the term “mid-level” assessment to “general education” assessment and moving specific reporting requirements to this handbook.

The October 22, 2015 revisions combined the two policies into one and incorporated changes to align with current terms used nationally regarding student assessment and remediation. The Remediation policy was deleted due to its incorporation into the Assessment policy to create a single policy document addressing both assessment and remediation of student learning.

Related Policies

3.9 Institutional Admission and Retention

3.21 Teacher Education

Purpose of Policy

3.21.1

In order to provide the best possible education for teachers prepared within the State System, the State Regents adopted the *Teacher Education* policy to enhance the quality of teacher education. The 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.

Authority

In response to legislative action in 1985 (Senate Concurrent Resolution No.34), the State Regents selected the Pre-Professional Skills Test (PPST) as one criterion for admission to teacher education.

State Statute 70 O.S., Supp. 2003, §6-185 includes the competencies and methods to be incorporated into teacher preparation programs. The 1995 legislature, with HB 1549 required a competency-based curriculum for teacher preparation to be implemented by Fall 1997.

Policy Procedures

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.

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.

- B. Score at or above the level designated by the State Regents for math, reading, and writing on the PRAXIS Core Academic Skills for Educators Test (PRAXIS).

The 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 PRAXIS test will be permitted to retest.

Math	171
Reading	173
Writing	172

- C. Achieve a passing score of 240 on the Oklahoma General Education Test (OGET) as required by the Oklahoma Office of Educational Quality and Accountability for state certification.

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

Related Policy Information

The *Admission to the Master of Teaching Program* policy, adopted by the State Regents February 27, 1968, was eliminated in June 29, 2006.

Teacher education student performance data is used to review the usefulness of the four teacher education program admission options. Based on this research, published in the State Regents' Teacher Education Admission Study, the policy is revised as needed. The report can be found online at <http://www.okhighered.org/studies-reports>.

General Education Competencies

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

English Composition	6 hours
Mathematics	3 hours
U. S. History and U. S. Government (as defined by State Regents' policy)	6 hours
Humanities (as defined by the institution)	6 hours
Social and Behavioral Sciences	3 hours
Science (one course must be a laboratory science)	6 hours
TOTAL	30 hours

The PRAXIS Core Academic Skills for Educators Test (PRAXIS) was selected as an admission option by the State Regents in cooperation with the teacher education institutions in Oklahoma in response to Senate Concurrent Resolution No. 34 (1985). The PRAXIS 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 PRAXIS will be permitted to retake. Institutions should conduct a strong counseling program for undergraduate students who do not pass the PRAXIS for assisting and advising them in remedial efforts or redirection to another area of professional preparation that better matches their individual abilities. As part of their remedial effort, institutions will offer students a remedial plan for each of their PRAXIS-deficient areas and establish an appropriate time frame for completion.

Frequently Asked Questions

- 1. Can Speech classes count under English in the 4x12 requirements for teachers?*
Yes, the USDE defines college English as including speech.
- 2. How should teacher education candidates' foreign language competency be recorded? Should there be a transcript notation or departmental monitoring and graduation clearance?*
Each institution has the flexibility to choose whatever method works better for their students and not to set a system policy. Given the large number of students who transfer, having the foreign language competency listed on the student's academic transcript has some advantages. The universities are encouraged to coordinate with the community colleges to facilitate student transfer into teacher education programs.
- 3. If a teacher education student receives a reprieve for a three-hour math course in which a grade of "C" was earned and the course is required for the 4x12 curriculum, does the student need to repeat the math course?*
No, the student has mastered the content and the three-hour math course should count toward the 4x12 graduation requirement. The student will, however, need to take three additional hours to meet the full credit hours required for graduation.
- 4. Do Latin, Native American Languages, and American Sign Language meet the foreign language competency requirement for teacher education?*
Yes, the above listed languages meet the foreign language competency requirements.

Approval and Revisions

These policies were combined June 29, 2006. The *Criteria for Admission to Teacher Education* policy was approved in December 1989 and revised May 29, 1992; May 28, 1993; January 26, 1996; and May 24, 2002. The *Guidelines for Articulation* policy was adopted September 26, 1977 and revised October 15, 1999. The *Guidelines for Teacher Preparation Faculty* policy was adopted May 27, 1994.

The May 29, 1992 revisions provided three avenues for teacher education admission: Pass the PPST, score at the 50th percentile or higher on the ACT or SAT, or earn a 3.0 GPA or higher in a minimum of 20 hours of liberal arts and sciences courses.

The May 28, 1993 revisions to the admission policy included policy clarification of the use of the ACT and exemption for baccalaureate degree holders.

The January 26, 1996 admission revisions included reducing the avenues for admission from three to two: liberal arts GPA and score on the PPST and removing the ACT option, modifying the recommended courses for PPST preparation, and requiring a single system for data collection.

The October 15, 1999 revisions included updating the policy to reflect provisions from HB 1549 regarding competency-based curriculum and the implementation of the 4x12 general education and foreign language competency requirements approved by the State Regents in October 18, 1996, for implementation Fall 1997.

The May 24, 2002 revisions included adding the OGET as an option for teacher education program admission.

The June 29, 2006 revisions included combining three policies (*Criteria for Admission to Teacher Education*, *Guidelines for Articulation*, and *Guidelines for Teacher Preparation Faculty*), moving specific admission criteria in this handbook, adding the requirement of a major and 18 hours in the subject area for secondary education majors, eliminating the *Master of Teaching* policy, eliminating specific references to curriculum, moving the MTRC reference to its own policy, and making the footnote regarding baccalaureate-holding students the fourth option for admission.

The January 29, 2015 revisions align with House Bill 2885 which reinstated an optional residency program for first year teachers for the 2014-2015 school year. 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. These revisions also eliminated the need for the Teacher Professional Development Residency Program; therefore, it was deleted.

Related Policies

- 3.9 Institutional Admission and Retention*
- 3.15 Undergraduate Degree Requirements*
- 3.24 Minority Teacher Recruitment Center*
- 3.24 Professional Programs*

3.22 Oklahoma Teacher Connection

Purpose of Policy

3.22.1

The purpose of the Oklahoma Teacher Connection (OTC) is to the recruit, retain, and place teachers in public schools of the State of Oklahoma.

Authority

State Statute 70 O.S., Supp. 1997, §6-130. See Administrative Rule 610:1-13.

Policy Procedures

3.22.2 Programs and services (610:1-13-3)

To achieve its primary goal of recruiting, retaining, and placing teachers in the public schools of the State of Oklahoma, administered by the Oklahoma State Regents for Higher Education, the OTC shall offer curriculum, programs, and services.

A. Teach Oklahoma

The Teach Oklahoma program is an exemplary program that encourages high school students who possess high academic and leadership standards to consider teaching as a viable career. The yearlong course is designed to provide opportunities for students to explore the education system, learn about different areas and levels of teaching, conduct observations and focus on portfolio development. The program takes a hands-on, practical approach to teaching careers and is taught by instructors selected by the school principal.

B. Lead Oklahoma

Lead Oklahoma is a course designed for middle and junior high school students and targeted towards those students that exhibit the potential for academic success. Like Teach Oklahoma, Lead Oklahoma is also a yearlong course which encourages students to consider a career in education. However, other careers are observed as well. The course provides students with the skills necessary to be successful in high school and college and prepares them for high academic achievement. Preparation also involves activities for advancing leadership skills, team building skills, and service learning. Instructors are selected by the principal.

C. Collegiate Grant Program

The Collegiate Grant Program supports the overall objectives of the OTC by providing a link between institutions of higher education, OTC pre-collegiate programs and K-12 districts in the interest of promoting, recruiting and retaining teachers. Grants provided to the colleges of education within these various institutions, enable pre- collegiate and collegiate students to gain a better understanding of careers in education and allows them to interact with professionals already in the field Some of the grants support financial aid for students, on-campus skill development activities and mentor/parent/peer support structures for prospective teachers.

Approval and Revisions

Permanent rule effective May 13, 2006. Revised October 26, 2006. Revised October 20, 2011.

The October 20, 2011 revisions included changing the name to *Oklahoma Teacher Connection* in response to House Bill 1015, which altered the statutory status of the Minority Teacher Recruitment Center. Specifically, an act was passed relating to sunset; amending 74 O.S. 2001, Section 3906, as last amended by Section 2, Chapter 165, O.S.L. 2010 (74 O.S. Supp. 2010, Section 3906), which relates to the termination of certain statutory entities; re-creating certain entities; and modifying the termination date of the MTRC Advisory Committee.

The May 29, 2015 revisions moved the programs and services from policy to the procedures and changed their names to better align with recognition of the statewide curricula and their purpose to recruit, place, and retain teachers in Oklahoma schools.

3.23 Instructors' English Proficiency

Purpose of Policy

3.23.1

Oklahoma Statute provide that all instructors, including all graduate teaching assistants, now employed or being considered for employment at institutions within the State System shall be proficient in speaking the English language so that they may adequately instruct students.

Authority

State Statutes 70 O.S., Supp. 1995, §3224 and 70 O.S., §3225 (1982) require institutions to report to the legislature how they are ensuring that faculty, including graduate assistants, are proficient in the English language.

Policy Procedures

3.23.4 Reporting

Each institution in the State System is required to evaluate its instructional faculty for oral, aural, and written fluency in the English language in the classroom. By September 1 of each year, each institution will file with the State Regents a certification stating that the instructional faculty members whose native language is other than English, were hired either after July 1, 1995, or hired subsequent to the last annual certification, are proficient in the English language.

This law further provides that a report shall provided annually to the President Pro Tempore of the Senate and the Speaker of the House of the Oklahoma Legislature by January 1 of each year setting forth certain English proficiency information.

3.23.5 Complaints

A student may file a complaint with the office of the president of any State System institution. The president of the institution or the president's designee will report complaints and disposition to the State Regents annually.

Approval and Revisions

This policy was adopted in 1983 in response to legislative action and revised June 29, 2006.

The June 29, 2006 revisions included updating language to match the statute and formatting changes.

3.24 Professional Programs

[NOTE: Admission Standards for the Professional Programs will be updated as needed, pending State Regents' approval]

Purpose of Policy

3.24.1

The *Professional Programs* policy includes specific program requirements for admission, curriculum, retention, graduation, and other standards of those programs which require State Regents' oversight.

3.24.3 Admission Standards for the Oklahoma State University (OSU) College of Osteopathic Medicine and the University of Oklahoma (OU) College of Medicine

The two public colleges of medicine within the state may admit students if they meet the specified Medical College Admission Test (MCAT) score and college GPA requirements, or if they are admitted under the alternative admissions by the College of Medicine, using standards defined by the college.

College	GPA	MCAT Score	Alternative Admission
OSU	3.0	492	483
OU	3.0	492	

3.24.4 Program Standards for the OU College of Medicine

All applicants to the OU College of Medicine must be U.S. citizens or hold a permanent visa at the time of application. All applicants must have completed a minimum of 90 credit hours and have verification of the following prerequisite courses (to be completed by matriculation):

- General Zoology/Biology (including lab) - one semester;
- General Chemistry - two semesters;
- Organic Chemistry - two semesters;
- English – two semesters;
- Physics - two semesters;
- Psychology, Sociology, Philosophy, or Humanities (any combination) - three semesters; and
- Cellular Biology, Genetics, or Molecular Biology (your choice) – one semester.

In addition, it is recommended applicants take the following courses:

- Biochemistry – one semester; and
- A writing intensive English course – one semester

A letter grade of "C" or better is required in prerequisite courses. Pass/Fail grading, advanced placement and CLEP courses are accepted if a subsequent higher course is taken for a letter grade.

3.24.5 OU College of Allied Health

A. Doctor of Audiology

In order to be eligible for admission to the OU Doctor of Audiology, a student must have:

1. A baccalaureate degree from an accredited college or university. Conditional admission may be granted to applicants with baccalaureate degrees in disciplines other than communication sciences and disorders.
2. A minimum 3.0 cumulative GPA in the final 60 hours of undergraduate coursework or the final 12 hours of graded graduate coursework.
3. Graduate Record Examination scores, no more than five years old, prior to the application deadline date.
4. Three letters of recommendation.
5. An onsite or telephone interview with the communication sciences and disorders admissions committee
6. A TOEFL score demonstrating English proficiency consistent with established requirements for students whom English is a second language.
7. Transcripts evaluated by a provider identified by the OUHSC for international and non-U.S. applicants

B. Doctor of Physical Therapy

In order to be eligible for admission to the OU Doctor of Physical Therapy, a student must have:

1. A baccalaureate degree from an accredited college or university.
2. A minimum 2.75 cumulative GPA and a 2.75 GPA in all science courses.
3. At least 6 of the 8 departmental pre-requisites listed below with a grade of “C” or better by the application date with the remaining pre-requisite courses with a “C” or better prior to enrollment in the program:
 - Developmental Psychology – 3 semester hours
 - General Chemistry I with laboratory – 4-5 semester hours
 - Human Anatomy – 4-5 semester hours
 - Human Physiology – 4 semester hours
 - Introduction to Zoology/Animal Biology or Biology – 4-5 semester hours
 - Physics I and II for Life Science Majors – 8 semester hours
 - Psychology (Understanding Statics) – 3 semester hours
4. Graduate Record Examination scores, no more than five years old, prior to the application deadline date.
5. Documented 40 hours of physical therapy observation.
6. A TOEFL score demonstrating English proficiency consistent with established requirements for students whom English is a second language.
7. Transcripts evaluated by a provider identified by the OUHSC for international and non-U.S. applicants.

C. Doctor of Science in Rehabilitation Science

In order to be eligible for admission to the OU Doctor of Science in Rehabilitation Science, a student must have:

1. Identified a faculty member in the department of rehabilitation sciences that has agreed to serve as the advisor if admitted.
2. Graduated from an accredited professional (entry-level) program in occupational or physical therapy.
3. Two years of professional experience as an occupational or physical therapist.
4. A minimum 3.0 cumulative GPA in the final 60 hours of undergraduate coursework or the final last 12 hours of graded graduate coursework.
5. Three letters of recommendation and career goal statement.
6. A career statement.
7. Graduate Record Examination scores, no more than five years old, prior to the application deadline date.
8. A TOEFL score demonstrating English proficiency consistent with established requirements for students whom English is a second language.

3.24.6 OU Doctor of Public Health

In order to be eligible for admission to the OU Doctor of Science in Public Health, a student must have:

1. A Master of Public Health (MPH) degree from a Council on Education for Public Health (CEPH) accredited school or program. Applicants with non-CEPH accredited graduate degrees will be considered on an individual basis; however, if accepted, these students may be required to complete additional courses that guarantee competency in the MPH core.
2. A minimum of three years of work experience in a public health-related field.
3. Three letters of recommendation, of which at least one must be from a current or recent (within the past two years) supervisor.

NOTE: Applicants must have a graduate level GPA of at least a 3.5 to be competitive. In certain cases, the admissions committee may consider the applicant's work, educational experience, personal recommendations, and other data in making recommendations for admission.

3.24.7 OSU College of Osteopathic Medicine

Students seeking admission to the OSU College of Osteopathic Medicine must have an overall GPA of at least a 3.0, a minimum MCAT score of 7.0, taken no more than 3 years prior to application, and a GPA of at least 2.75 in preprofessional science courses.

At the time of entry, the applicant must have completed:

- A. At least three years (90 semester hours) and not less than 75 percent of the courses required for the baccalaureate degree at a regionally accredited college or university.
- B. The following courses, including laboratory, with no grade below "C" (2.0 on a 4.0 scale):
 - English -- 6-8 semester hours
 - Biology -- 6-8 semester hours
 - Physics -- 8-10 semester hours

- General Chemistry -- 8-10 semester hours
 - Organic Chemistry -- 8-10 semester hours
- C. At least one of the following recommended upper division science courses with laboratory courses (3-5 strongly preferred):
- Biochemistry
 - Embryology
 - Cellular Biology
 - Histology
 - Microbiology or Molecular Biology
 - Human Anatomy or Comparative Anatomy
 - Physiology

3.24.8 OU College of Dentistry Admission Standards

In order to be eligible for consideration for admission to the first year class of the OU College of Dentistry, a student must:

- A. Have a minimum of 90 semester hours of course work from any accredited college or university prior to admission (75 hours prior to application).
- B. Have a minimum grade point average of 2.5 on a 4.0 scale for all college level work attempted.
- C. Be in good standing with the college or university last attended or in which currently enrolled.
- D. Have taken the American Dental Association Dental Admission Test (DAT).
- E. Provide letters of recommendation from a dentist and a pre-professional advisory committee. For those attending institutions which do not have a pre-professional advisory committee, two (2) letters of recommendation from science instructors are acceptable.
- F. Complete the following prerequisite courses with a minimum grade of "C" in each:
 - English - 6 semester hours
 - General psychology – 3 semester hours
 - Biologic science with laboratory –16 semester hours
 - Inorganic chemistry with laboratory – 8 semester hours
 - Organic chemistry with laboratory – 8 semester hours
 - Physics with laboratory – 8 semester hours
 - Biochemistry – 3 semester hours

In order to be eligible for consideration for admission to the advanced standing program, the student must have obtained a degree in dentistry from a foreign dental school and must meet the following requirements listed below.

- A. The applicant must present official transcripts from previous dental education;
- B. Present acceptable TOEFL scores;
- C. Complete a comprehensive clinical skills assessment;
- D. Pass Part I of the National Board Dental Examination; and
- E. Interview.

Those who are conditional admitted must successfully complete the following requirements below.

- A. General orientation;
- B. Pre-clinic orientation; and
- C. Clinical and didactic integration.

Students admitted into the advanced standing program shall be fully integrated into the third-year class and shall receive the same clinical education as all other students receiving the D.D.S. degree.

3.24.9 Admission Standards for the OU Doctor of Pharmacy Program

Admission to the OU Doctor of Pharmacy program is limited to US citizens and U.S. permanent residents. The program requires a minimum of two years of pre-professional university study and completion of approximately 75 semester hours of approved pre-pharmacy courses. Applicants who do not have a GPA of at least 3.0 and a PCAT composite score in the 50th percentile are considered to be non-competitive in the admissions process.

Applicants must complete all prerequisite courses below with a grade of C or above, be in good standing at the last institution attended, and maintain a minimum CGPA of 2.5 on a 4.0 scale to be considered for admission:

- Calculus – 3 semester hours
- Biological Sciences – 8 semester hours
- English Composition – 6 semester hours
- General Chemistry with lab – 8 semester hours
- General Physics – 3-4 semester hours
- Microbiology with lab – 4 semester hours
- Organic Chemistry with Lab – 8 semester hours
- Electives* - 24 semester hours

NOTE: These are minimum requirements. A preference will be given to applicants who have successfully completed a biochemistry course, upper-level sciences, both anatomy and physiology and/or have received a bachelor's degree.

*Electives can be chosen from these subject areas: fine arts (non-performance based), history, political science, anthropology, humanities, geography, philosophy, literature, social science, behavioral science, foreign language, communications, and English. A maximum of six hours in statistics, business, and computer science may be counted in the elective hours.

Students entering the College of Pharmacy curriculum are also expected to have computer proficiency at or above the level of basic word processing skills. A course emphasizing basic business or professional computing skills or equivalent experience is recommended.

3.24.10 Program Standards for the SWOSU Doctor of Pharmacy

Admission to the SWOSU Doctor of Pharmacy program requires a minimum of two years of pre-professional study and completion of approximately 66 semester hours of approved prerequisite courses. Full admission requirements and application procedures can be found on the SWOSU College of Pharmacy website.

Applicants must complete all prerequisite courses listed below with a grade of C or above, be in good standing at the last institution attended and maintain a minimum GPA of 2.5 on a 4.0 scale to be considered for admission.

- English Composition - 6 hours
- Calculus - 3 hours
- Computers and Information Access - 2 hours
- Principles of Biology - 4 hours
- Public Speaking - 3 hours
- Humanities* - 3 hours
- United States History - 3 hours
- American Government and Politics - 3 hours
- World History - 3 hours
- Economics - 3 hours
- General Psychology - 3 hours
- General Chemistry - 10 hours
- Organic Chemistry - 8 hours
- General Physics - 3 hours
- Human Anatomy - 4 hours
- Microbiology - 5 hours

*Must be taken from Art Survey, Introduction to Literature, Introduction to Music, Introduction to Philosophy, or approved by the Dean of the College of Pharmacy (General Education Program).

3.24.11 Northeastern State University (NSU) College of Optometry

In order to be eligible for admission to the NSU Professional Program in Optometry Education, a student must have:

1. Completed a minimum of ninety (90) semester hours of work at an accredited college or university whose credits are acceptable toward a degree at NSU. Strong preference is given to students who are completing, or have completed, a bachelor's degree.
2. The applicant must have completed the following specific courses of pre-optometric education (or be scheduled to complete them at the end of the Spring semester of application):
 - Mathematics (College Algebra and Trigonometry)
 - General Chemistry I and II (with lab)
 - Organic Chemistry I (with lab)
 - Biochemistry
 - General Biology or Zoology (with lab)
 - Microbiology
 - Physics I and II (with lab)
 - Introductory Statistics
 - General Psychology
 - English I and II (grammar/composition)
 - Other areas of study which are strongly recommended are human anatomy/physiology and experimental psychology
 - Areas of recommended study include: analytic geometry, public speaking, accounting and/or a general business course

3. Students admitted to the College of Optometry who have not yet completed a bachelor's degree must meet the general education requirements of NSU.
4. The applicant must submit transcripts showing a composite grade-point average of all course work attempted of at least 2.7, based on a 4.0 scale.
5. The applicant must have taken the Optometric Admission Test (OAT) and had those scores submitted to NSU College of Optometry.

3.24.12 OSU College of Veterinary Medicine

Students are admitted to the OSU College of Veterinary Medicine on the basis of records of academic performance in preparatory studies; personal interviews and references to determine personal characteristics and career motivation; and standard achievement tests.

Students seeking admission to the OSU College of Veterinary Medicine must have completed all pre-veterinary course requirements with a minimum GPA of 2.8 and no grade lower than a “C” in a required course. Applicants are required to take both the General Test and the Biology Subject Test of the GRE. The following pre-veterinary courses are required:

- English Composition I and II– 6 hours
- English Elective (may include Speech, Literature or Technical Writing) – 3 hours
- Inorganic Chemistry and Lab I and II – 8 hours
- Organic Chemistry and Lab (must include aliphatic and aromatic compounds) – 5 to 8 hours
- Biochemistry – 3 hours
- Mathematics (College Algebra) – 3 hours
- Physics – 8 hours
- Animal Nutrition – 3 hours
- Biological Sciences – 8 hours
- Microbiology and Lab – 5 hours
- Genetics – 3 hours
- Humanities and Social Sciences – 6 hours
- Science or Business Electives to meet minimum 64 hours

3.23.13 OU College of Law Admission Standards

1. An applicant for admission to the College of Law must have a baccalaureate degree and must have taken the Law School Admission Test (LSAT); provided that a limited number of students with superior undergraduate grades and LSAT scores may be eligible for admission to the Law School after the successful completion of 90 hours of undergraduate study.

To be eligible for admission to the College of Law with advanced standing, applicants must have satisfactorily completed at least one full semester or equivalent of work at an American Bar Association accredited law school.

2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the President of the University upon recommendation of the Dean of the College of Law.
3. Undergraduate College Grade Point Averages and scores on the LSAT shall be used as the primary factor in the screening and selection of students for admission purposes. Other factors, such as proven

leadership ability, real life experiences, and success in college extra curricular activities may be considered.

4. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the College of Law shall not exceed 15 percent of the total law student enrollment. Upon request of the Oklahoma State Regents for Higher Education or the Chancellor, a report on the number of nonresident students admitted each year with subsequent retention, graduation, and placement information will be provided.
5. Any student who has been admitted to the College of Law to begin his or her study with a given class but who cannot enroll and begin study because of requirements of military service shall be re-admitted at the first enrollment after the expiration of his or her original term of military service upon renewal of his or her application.

3.24.14 Program Standards for Teacher Education Programs

The State Regents have set standards for several areas within teacher education programs including admission, general education, required teaching competencies, articulation, and teacher education faculty. For specific details on teacher education program standards, see the State Regents' *Teacher Education* policy.

3.24.15 Program Standards for Nurse Education

A. Associate Degree Nursing Programs

1. Procedures for Program Approval

Institutions desiring to offer associate degree nursing programs should first make application to the State Regents to establish eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with the Oklahoma Board of Nursing (OBN). The State Regents will coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the *Academic Program Approval* policy.

B. Baccalaureate Degree Nursing Programs

1. Procedures for Program Approval

Universities desiring to offer baccalaureate degree nursing programs should first make application to the State Regents to establish institutional eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with OBN. The State Regents will coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the *Academic Program Approval* policy.

3.24.16 Standards for the OU College of Nursing Doctor of Nursing Practice

In order to be eligible for admission to the OU Doctor of Nursing Practice, a student must have:

1. A Master's degree in nursing with a minimum graduate GPA of 3.0 or higher.
2. Certification as a nurse practitioner or clinical nurse specialist.
3. Current United States license to practice as a registered nurse.
4. Three College of Nursing graduate program recommendations for admission.
5. OU and Doctor of Nurse Practitioner supplemental application.
6. Interview with Doctor of Nurse Practitioner faculty.

NOTE: Computer Requirements for OU College of Nursing students - Effective Fall 1998 all students will be required to own a computer. Specific computer and software requirements will be shared with students at orientation and financial aid may be obtained for the purchase of required equipment.

3.24.17 Admission Standards for the LU School of Physical Therapy

In order to be eligible for admission to the LU Doctor of Physical Therapy, a student must have:

1. A baccalaureate degree from an accredited college or university with a minimum cumulative GPA of 3.0.
2. A minimum 2.5 cumulative GPA in all pre-requisite courses.
3. Completed the pre-requisites listed below with a grade of "C" or better within the last 10 years:
 - Child Psychology or Human Growth and Development – 1 semester
 - English Composition – 1 semester
 - General Biology I and II (with labs) or General Biology I and Zoology (with labs) – 2 semesters
 - General Chemistry I and II – 2 semesters
 - General Physics I and II – 2 semesters
 - General Psychology – 1 semester
 - Human Anatomy and Physiology (with labs) – 2 semesters
 - Medical Terminology – 1 semester
 - Statistics – 1 semester
4. Graduate Record Examination scores, no more than five years old, prior to the application deadline date.
5. Documented 50 hours of physical therapy observation.
6. Three letters of recommendation.
7. Autobiographical Essay.
8. Submit official undergraduate and graduate transcripts from all previously attended institutions directly to the School of Physical Therapy.
9. Qualified applicants will complete an interview with the School of Physical Therapy Selection and Admission Committee Members.

Related Legislation

There are numerous pieces of legislation over the years changing the functions and requirements of professional programs. Contact the State Regents' office for more detailed information.

Approval and Revisions

The OU and OSU Colleges of Medicine Admission Standards were adopted June 26, 1989 and revised August 16, 1994, and June 25, 2009. The OU College of Medicine policy was adopted May 27, 1981 and revised September 8, 1995. The November 11, 2010 revisions to the OU College of Medicine (OUCOM) provided language to allow the OUCOM to operate under the grading scheme approved at the September 3, 2010 State Regents' meeting. The OSU College of Osteopathic Medicine policy was adopted April 22, 1981 and revised April 11, 1997 and June 25, 2009.

The OU College of Dentistry policy was adopted January 19, 1971 and revised June 25, 2009. The November 11, 2010 policy revision implemented an advanced standing admission process for foreign trained dentists. The OU College of Dentistry Functions policy was adopted January 19, 1971 and revised June 25, 2009.

The OU Doctor of Pharmacy policy was adopted May 5, 1990, and revised December 9, 1994 with revisions effective with the fall 1995 semester and revised June 25, 2009.

The NSU College of Optometry Admission Standards policy was adopted July 23, 1980. The NSU College of Optometry policy was adopted July 29, 1981 and revised June 25, 2009.

The OSU College of Veterinary Medicine policy was revised in fall 1971, June 20, 1975, February 8, 1995, April 3, 1998 and April 1, 2004.

The OU College of Law Functions policy was adopted May 1, 1970 and revised October 28, 1974 and June 25, 2009. The OU College of Law Admission Standards policy was revised February 12, 1965, January 24, 1972, June 27, 1997, and June 25, 2009.

The Nurse Education Programs policy was adopted December 15, 1970 and revised June 25, 2009. The Health Education with External Clinical Component policy was adopted April 28, 1980 and became effective for students entering the clinical portion of their health-related programs beginning with the 1980-81 fiscal year.

The Business Programs policy was adopted May 26, 2000 and revised June 25, 2009. The first report of progress was due July 15, 2001.

The June 25, 2009 revisions address specific program requirements for admission, curriculum, retention, graduation and other standards of those programs which require State Regents' oversight.

The May 25, 2012 revisions incorporated SWOSU's Doctor of Pharmacy into the *Professional Programs* policy.

The March 1, 2012 revisions incorporated OUHSC's Doctor of Audiology, Doctor of Physical Therapy, Doctor of Science in Rehabilitation Science, Doctor of Public Health, and Doctor of Nursing Practice and incorporated LU's Doctor of Physical Therapy.

Related Policies

3.2 Functions of Public Institutions

3.9 Institutional Admission and Retention
3.21 Teacher Education

3.25 University Center of Southern Oklahoma

Purpose of Policy

3.25.1

The State Regents are responsible for the coordination and approval of courses and programs offered at the Ardmore Higher Education Program (AHEP). The purpose of the AHEP is to deliver public higher education opportunities to the people in the Ardmore area.

Authority

Legislation (70 O.S., Supp. 1992, §3213) creating the AHEP was passed in 1975. The legislation was subsequently amended several times, most recently in 2012, which changed the name to the University Center of Southern Oklahoma (UCSO). All provisions in State Regents' policy which refer to the AHEP shall be deemed to refer to the UCSO.

Policy Procedures

3.25.4 Program Approval Process

- A. The primary criterion for consideration of new program requests will be academic quality, which includes student support services provided by the proposing institution. The second criterion will be cost-effectiveness and availability of resources.
- B. The Board of Trustees (BOT) will recommend new programs for State Regents' consideration as indicated in this section. For existing programs offered on the participating institutions' main campuses, the recommendation from the BOT will include the following information:
 1. Demonstration of the academic quality of the program as evidenced by the program's objectives, accreditation status, curriculum, academic standards, and faculty.
 2. A description of the need for the program, including the number of students expected to enroll and graduate.
 3. Documentation that the proposed offering institution's board has approved the offering of the program at the UCSO.
 4. The arrangements for resources to support the program request, including any special arrangements for fees and other financial arrangements.
 5. Documentation that all designated participating institutions were involved in the discussion and planning of the new program to ensure efficient use of resources and prevent duplication.
- C. The BOT may recommend approval of courses and programs by non-participating institutions with unique or unduplicated programs unavailable from the designated participating institutions. If the program is offered on the institution's main campus, the recommendation will include the same information required in number 3.26.4.B above.

- D. Both participating and non-participating institutions seeking approval for programs not approved for offering on the main campuses will follow the procedures outlined in the State Regents' Academic Program Approval policy and then follow the procedures in number 3.26.4.B.
- E. If the proposed program request is from an out-of-state institution, the recommendation from the BOT will contain the information required in number 3.26.4.B. and in the State Regents' Institutional Accreditation policy.
- F. Institutions are encouraged to collaborate and share resources for the efficient delivery of programs to the UCSO.
- G. Requests for off-campus courses or programs in the Ardmore area will be coordinated with the UCSO administration.

Approval and Revisions

Adopted March 25, 1974. Revised May 24, 1975; July 29, 1981; December 14, 1982; August 30, 1984; January 22, 1986; May 30, 1997; and June 29, 2006. April 18, 2013.

The April 18, 2013 changes aligned policy with SB 111 signed by Governor Mary Fallin in May 2012, which changed the Ardmore Higher Education Program to the University Center of Southern Oklahoma.

Related Policies

3.1 Institutional Accreditation and State Authorization

3.4 Academic Program Approval

3.7 Academic Program Review

Forms and Reference Information

Oklahoma State Regents for Higher Education

**COVER PAGE FOR DUAL OR JOINT NEW PROGRAM REQUEST FORM FOR
TRADITIONAL AND ONLINE PROGRAMS**

NOTE: Institutions that are participating in dual or joint degree program must complete the information included in this cover page. The name of each institution, the degree designation, formal degree abbreviation, and title of the degree program for each institution needs to be included in the spaces below.

Institutions Submitting Proposal

Formal Degree (Level I)

(e.g. Bachelor of Science, Bachelor of (Specialty), Master of Arts, Doctor of Philosophy)

Degree Designations as on Diploma (Level II)
in

Titles of Proposed Degree Programs (Level III)

With options (Level IV) in:

Delivery method Traditional _____ Electronic _____ Both _____

CIP Code _____

Suggested Instructional Program Code _____

Academic Unit (e.g. Department, Division, School)* _____

Name of Academic Unit* _____

Name of Program Director* _____

Intended Date of Implementation _____

Anticipated Date for Granting First Degrees or Certificates _____

Specialty Accrediting Agency _____

Name, Title and Information of Contact Person(s) _____

Date of Letter of Intent _____

Each institution participating in the dual or joint degree must indicate the date of the institution's governing board approval and include each institution's President's signature

Institution #1 _____

Date of Governing Board Approval _____

Signature of President: _____ **Date:** _____

Institution #2 _____

Date of Governing Board Approval _____

Signature of President: _____ **Date:** _____

Institution #3 _____

Date of Governing Board Approval _____

Signature of President: _____ **Date:** _____

*Include the name of the Academic Unit from each institution that is participating in the dual or joint degree program.

Oklahoma State Regents for Higher Education

NEW PROGRAM REQUEST FORM FOR TRADITIONAL AND ONLINE PROGRAMS

Institution Submitting Proposal

Formal Degree (Level I)
(e.g. Bachelor of Science, Bachelor of (Specialty), Master of Arts, Doctor of Philosophy)

Degree Designation as on Diploma (Level II)
in

Title of Proposed Degree Program (Level III)

With options (Level IV) in:

Delivery method Traditional _____ Electronic _____ Both _____

CIP Code _____

Suggested Instructional Program Code _____

Academic Unit (e.g. Department, Division, School) _____

Name of Academic Unit _____

Name of Program Director _____

Intended Date of Implementation _____

Anticipated Date for Granting First Degrees or Certificates _____

Specialty Accrediting Agency _____

Name, Title and Information of Contact Person _____

Date of Letter of Intent _____

Date of Governing Board Approval _____

Signature of President: _____ **Date:** _____

Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the State Regents. At the conclusion of an appropriate period of time, the program's performance shall be reviewed on the basis of the specified goals in a manner mutually satisfactory to the sponsoring institution and the State Regents. Final endorsement of the program will depend on demonstrated viability.

A. Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. The institution should list the objectives of the proposed program and explain how the proposed program relates to the institutional mission academic plan and approved functions(s). An evaluation will be made as to the centrality of the program to the institution's mission. There are certain circumstances when institutions may request approval to offer programs outside their current function states in the *Functions of Public Institutions* policy. For example, regional universities offer associate degrees, technical branches offer bachelor of technology degrees, etc. However, budget constraints, system efficiency and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis. Institutions requesting programs outside their approved programmatic function must thoroughly address all criteria specified in section 3.4.5.A of the *Academic Program Approval* policy.

The following proposal information is necessary to evaluate the new program request for consideration for programs outside the institution's function.

1. Provide detailed and documented local demand beyond general state and national labor department industry and occupational projections. Detailed evidence should be provided in section F.1 (page 4) of this document.
2. Regional institutions requesting new or additional degrees outside of the institution's programmatic function must address the areas as indicated in this section. Program requests above the master's level must address, in detail, considerations including accreditation standards, budget, faculty, institutional infrastructure (i.e., faculty credentials, library resources, student services, etc.) Regarding associate degrees, there must be evidence the program is outside the capacity and expertise of the community college(s) or technical branches within the same service area. The program proposal must include a statement that consortial, joint, or partnerships were explored with community colleges or technical branches and are not feasible. Detailed evidence of faculty credentials, institutional infrastructure, library resources, and support resources, should be provided in sections D and E (page 4) of this document. Evidence of efforts to partner with other institutions must be addressed in section G (page 6) of this document.
3. Community colleges seeking to offer baccalaureate degree(s) or technical branches seeking to offer transfer or baccalaureate degrees must address significant considerations including capacity and infrastructure in increase the level of degree offerings. Particular considerations including accreditation standards, budget, faculty, institutional infrastructure (faculty credentials, library resources, student services, etc.) must be addressed. In addition, there must be evidence the program is outside the capacity and expertise of a regional university within the same service area. There must be a statement and documentation that consortial, joint, or partnerships with regional universities are not feasible. Detailed evidence of faculty credentials, institutional infrastructure, library resources,

and support resources, should be provided in sections D and E on page 4 of this document. Evidence of efforts to partner with other institutions must be addressed in section G (page 6) of this document.

4. For new program requests outside approved programmatic functions, full and sustained funding resources must be demonstrated and documented. Evidence of sufficient funding must be documented in detail in section H (page 6) of this form.

Institutions requesting programs outside their approved programmatic function should contact Dr. Debbie Blanke (405-225-9145) or Dr. Stephanie Beauchamp (405-225-9399) for additional information and forms. (State Regents' Policy 3.4.5.A)

(Institution's response/rationale should follow each criteria, A through I of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)

B. Curriculum

The curriculum should be structured to meet the stated objectives of the program. Explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives. (State Regents' Policy 3.4.5.B)

The proposed program must meet the State Regents' minimum curricular standards including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of specialization credit hour requirements (refer to State Regents' Policy 3.15 Undergraduate Degree Requirements). Additionally, the curriculum should be compatible with accreditation or certification standards, where available. Any clinical, practicum, field work, thesis, or dissertation requirements should be included in the proposal.

Provide the following information for the program and for each option (some categories may not apply to all programs):

Total number of hours required for degree:	_____
Number of hours in general education:	_____
Number of hours in major:	_____
Number of hours in degree program core (if applicable):	_____
Number of hours in option (if applicable):	_____
Number of hours in guided electives (if applicable):	_____
Number of hours in general electives (if applicable):	_____

For AAS Degrees:

Total number of hours required for degree: _____
Number of hours in general education: _____
Number of hours in technical specialty: _____
Number of hours in technical support courses: _____
Number of hours in technical related coursework: _____

Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions.

Specific curricular information. List courses under the appropriate curricular headings and asterisk new courses. In the curriculum description, indicate the total number of new courses and how development will be funded.

C. Academic Standards

Clearly state the admission, retention, and graduation standards which, must be equal to or higher than the State Regents’ policy requirements, and should be designed to encourage high quality. (State Regents’ Policy 3.4.5.C)

D. Faculty

Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty will meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program. Faculty qualifications, such as educational background, non-collegiate and collegiate experience, and research and service interests and contributions, which relate to the proposed program, should be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program. Attach faculty vita or provide explicit summaries. (State Regents’ Policy 3.4.5.D)

E. Support Resources

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Books, periodicals, microfilms, microfiche, monographs, and other collections shall be sufficient in number, quality, and currency to serve the program. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs. Describe all resources available. (State Regents' Policy 3.4.5.E)

F. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed program. (State Regents' Policy 3.4.5.F)

1. Student Demand: Clearly describe all evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, which should be adequate to expect a reasonable level of productivity. (State Regents' Policy 3.4.5.F)
-

2. Employer Demand: Clearly describe all evidence of sufficient employer demand, especially in the five workforce ecosystems developed by the State Department of Commerce that includes aerospace and defense, energy, agriculture and biosciences, information and financial services, and transportation and distribution. This demand can be demonstrated in the form of anticipated openings in an appropriate service area and in relation to existing production of graduates for the institution's service area and/or state. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (State Regents' Policy 3.4.5.F)

(Local/state employer demand information must be included, not solely national employer demand data.)

Estimated Student Demand for the Program

Project estimated student demand for the **first five years** of the program.

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester

Programs are provisionally approved and given enough time for a planning year plus the number of years necessary to produce one graduating class (i.e. a two-year program is allowed three years to meet its graduates and majors goals, a four-year program is allowed five years, etc.) unless the institution makes a specific timeframe request with a strong rationale.

Using the above estimated student demand, please indicate the specific productivity criteria and timeframe for final review of the program:

This program will enroll a minimum of _____ students in fall _____(year); and will graduate a minimum of _____ students in _____(academic year).

(NOTE: Productivity data must come from the same academic year. Example: enroll a minimum of 50 students in fall 2015 and graduate a minimum of 35 students in 2015-2016)

Electronic Delivery

Is this program intended to be offered through online delivery or other computer-mediated format or will be advertised as available through online delivery or other computer-mediated format?

Yes _____ No _____

If yes, describe the delivery method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.

Does your institution have prior Electronic Delivered Program approval?

Yes _____ No _____

Note: If requesting institution has not gone through the electronic delivery approval process, you must also complete the Institutional Request for Electronic Delivery Approval.

G. Unnecessary Duplication

The elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, the proposed program must be sufficiently different from existing programs or access to existing programs must be sufficiently limited to warrant initiation of a new program. (State Regents’ Policy 3.4.5.H)

Provide specific evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

Have you explored opportunities to collaborate in dual, joint, or consortial programs (State Regents’ Policy 3.4.5.H.2)?

Yes _____

If yes, explain and, if applicable, attach Memorandum of Understanding and all appropriate documents regarding the dual, joint, or consortial degree plan.

No _____

If no, explain

H. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds. (State Regents’ Policy 3.4.5.I)

Provide evidence of adequate funding, which will include, but not be limited to:

1. **Reallocation of Existing Resources:** The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

2. **Tuition and Fees:** The institution must provide evidence of a projected increase in total student enrollments to the campus as a result of the proposed program.

3. **Discontinuance or Downsizing of an Existing Program or Organizational Unit:** The institution must provide adequate documentation to demonstrate sufficient savings to the state to offset new costs and justify approval for the proposed program.

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs for the life of the proposed program in the absence of additional funds from the State Regents. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

Cost/Funding Summary:

Program Resource Requirements

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Resources Available from					

A. Funding Sources	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Federal Sources					
<i>Explanation:</i>					
Total Resources Available from Other Non-State Sources					
<i>Explanation:</i>					
Existing State Resources					
<i>Explanation:</i>					
State Resources Available through Internal Allocation and Reallocation					
<i>Explanation:</i>					
Student Tuition					
<i>Explanation and Calculations (Note: Tuition calculation should be based on the estimated student demanded indicated in section F "Demand for the Program" of this form):</i>					
TOTAL					

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Administrative/Other Professional Staff					
<i>Explanation:</i>					
Faculty					
<i>Explanation:</i>					
Graduate Assistants					
<i>Explanation:</i>					
Student Employees					
<i>Explanation:</i>					
Equipment and Instructional Materials					
<i>Explanation:</i>					
Library					
<i>Explanation:</i>					
Contractual Services					
<i>Explanation:</i>					
Other Support Services					
<i>Explanation:</i>					

Commodities

Explanation:

Printing

Explanation:

Telecommunications

Explanation:

Travel

Explanation:

Awards and Grants

Explanation:

TOTAL

I. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Plans to implement program review and program outcomes-level student assessment requirements as established by State Regents’ policies should be detailed. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (State Regents’ Policy 3.4.5.J)

Other documents required for dual or joint degree requests (3.4.4.H.2)

If requesting a dual or joint degree, attach the New Joint or Dual Program Request cover page.

**INSTITUTIONAL REQUEST FOR
ELECTRONIC DELIVERY**

NOTE: Institutions that have completed the electronic delivery approval process and have been approved to offer subsequent electronically delivered programs have already provided the information requested in this section; and therefore, are not required to complete this section. If requesting institution has not completed the electronic delivery approval process must complete all sections on pages 9 – 11 of this form. If you have any questions contact Dr. Stephanie Beauchamp (405-225-9399).

Program Approval Procedures for New Online Programs

Institutions that have not been approved previously to offer online programs are required to request approval as follows: (1) if programs are offered in such a manner that an individual student can take 100 percent of the courses for the major through online delivery or other computer-mediated format; or (2) the

program is advertised as available through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student's declared degree program, excluding support courses, general education courses, and elective courses. Criteria for approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity (State Regents' Policy 3.17.11) and meeting the required academic standards (3.17.5).

3.17.5 Academic Standards

The expectation is that there is no difference in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. Electronic media courses and programs must meet the following academic standards.

A. Faculty. Describe the training and faculty development that the faculty receives to achieve competency in the technology required for teaching at a distance. (State Regents' Policy 3.17.5.A)

B. Faculty/Student Interaction. Describe the provisions for appropriate real-time and delayed interaction between faculty and students and among other students enrolled in the class. (State Regents' Policy 3.17.5.B)

C. Academic Integrity. Describe methods that are in place for ensuring academic integrity. (State Regents' Policy 3.17.5.C)

D. Student Confidentiality. Describe methods that are in place to ensure the confidentiality and privacy of student personal data. (State Regents' Policy 3.17.5.D)

E. Identify Verification. Institutions shall have an appropriate method to verify the identity of students taking distance education courses (State Regents' policy 3.17.5.E).

F. Advertising. The institution must provide adequate and accurate information to students including but not limited to admission requirements, equipment standards, estimated or average program cost, and other services available. What methods are employed to ensure adequate and accurate information? (State Regents' Policy 3.17.5.F)

G. Learning Resources. Students shall have access to facilities and learning materials on essentially the same basis as students in the same program or course taught at the main campus. Describe the resources that are available to distance learning students. (State Regents' Policy 3.17.5.G)

H. Academic Calendar Requirements. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception to course meeting time is allowed as defined in the Competency-Based Learning (CBL) section in the State Regents' Academic Calendars policy. Institutions utilizing this exception must have documented and validated methods for students to demonstrate competencies, student assessment, and awarding academic credit as required by the CBL section. (State Regents' Policy 3.17.5.H)

I. Admission, Retention, Assessment. Describe the standards used for online student admission, retention, and assessment. Standards shall be the same as those standards observed for the same courses or programs on the originating campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents' Institutional Admission and Retention and Assessment policies). (State Regents' Policy 3.17.5.I)

J. Student Services. Students shall have access to program guidance and academic support services, including admissions, enrollment, academic advisement, financial aid, and related services on the same basis as the students located on the main campus. Online programs must make these services available to students in electronic format using the working assumption that these students will not be physically present on campus. (State Regents' Policy 3.17.5.J)

K. Technical Support System. Students in electronic media off-campus courses or programs and faculty shall have access to appropriate technical support services. Describe the technical support system that is available for all hardware, software and delivery systems specified by the institution as required for the courses and program. (State Regents' Policy 3.17.5.K)

L. Equipment and Software/Tools. Students must be informed in clear and understandable terms of the electronic or computer resources necessary for successful completion of the class, including, but not limited to, word processing and other productivity tools, e-mail, and Internet services. (State Regents' Policy 3.17.5.L)

Oklahoma State Regents for Higher Education
EMBEDDED CERTIFICATE - NEW PROGRAM REQUEST FORM
(created for abbreviated approval process for certificate
coursework existing within an approved program)

Institution Submitting Proposal

Title of Proposed Embedded Certificate

Title of Existing Program and State Regents' Program Code

Location (where the program will be offered)

Method of Delivery (i.e., on-site/electronic media/combined)

CIP Code _____

Program Code requested for embedded certificate _____

Academic Unit (e.g. Department, Division, School) _____

Name of Academic Unit _____

Name of Program Director _____

Intended Date of Implementation _____

Anticipated Date for Granting First Embedded Certificates _____

Specialty Accrediting Agency _____

Name and Title of Contact Person _____

Date of Letter of Intent _____

Date of Governing Board Approval _____

Signature of President: _____ **Date:** _____

Evaluation Criteria for Embedded Certificate Programs in Existing Approved Degree Programs

Curriculum

For an embedded certificate, the curriculum should be components of the main approved degree program, and comply with any accreditation or certification standards; the proposal must describe how it is embedded and articulates with the related main approved degree program at the institution. A list of the proposed curriculum must be included with the proposal. A list of the curriculum of the program in which the certificate is embedded must also be included with the proposal.

Describe:

Faculty

Faculty resources are assumed to be adequate and appropriate for the proposed embedded certificate based on the main approved degree program offering. If significant differences will exist in faculty resources, please specify.

_____ No Differences

_____ Differences: (Specify)

Support Resources

Appropriate and adequate support resources are assumed for the proposed embedded certificate based on the main approved degree program offering. If significant differences will exist, please specify.

_____ No Differences

_____ Differences: (Specify)

Demand for the Program

Proposed embedded certificate programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed embedded certificate.

1. Student Demand: Evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related program(s) at the institution, should be adequate to expect a reasonable level of productivity. (State Regents' Policy 3.4.5.F)

Describe:

2. Employer Demand: Clearly describe all evidence of sufficient employer demand, normally in the form of anticipated openings in an appropriate service area, in relation to existing production of graduates for the institution's service area and/or state. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (State Regents' Policy 3.4.5.F)

Describe:

Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed embedded certificate are assumed to be sufficient based on the main approved program offering. If significant funding issues exist for the proposed embedded certificate, please specify and identify sources of funding.

No Differences

Differences: (Specify)

Program Review and Assessment

Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the embedded certificate program objectives and consistent with the institutional mission, and will be submitted as a component of the routine five-year program review for the main approved degree program.

NOTE: The program in which the proposed certificate is embedded must be current in the 5-year program review cycle.

Distance Education and Traditional Off-Campus Courses and Programs (if applicable)

If the proposed embedded certificate will be offered through distance education and the main approved degree program has not been approved for offering through a distance education, the embedded certificate must meet the policy requirements in 3.17.11 Program Approval Procedures for Online Programs.

Program will NOT be delivered online

If requesting online delivery:

Institution is already approved for Distance Education

Existing program is already approved for Distance Education

Institution NOT approved for Distance Education

Program-specific request for online delivery attached (complete and attach the Existing Program Online Request form)

**Oklahoma State Regents for Higher Education
EXISTING PROGRAM ONLINE DELIVERY REQUEST FORM**

If requesting institution has gone through the electronic delivery approval process and has been approved to offer subsequent electronic delivered programs, subsequent programs may be requested through the abbreviated process which is listed on page six of this form. If you have any questions contact Dr. Stephanie Beauchamp 405-225-9399.

Institution submitting request: _____

State Regents' three-digit program code and Program name of the program: _____

Date of Letter of Intent: _____

Date of Governing Board Approval: _____

Signature of President: _____ Date: _____

3.17.11 Program Approval Procedures for Online

Institutions that have not been approved previously to offer online programs are required to request approval as follows: (1) if programs are offered in such a manner that an individual student can take 100 percent of the courses for the major through online delivery or other computer-mediated format; or (2) the program is advertised as available through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student's declared degree program, excluding support courses, general education courses, and elective courses. Criteria for approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity as described below.

1. Centrality of the Proposed Program to the Institution's Mission

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. List the objectives of the proposed program and explain how the proposed program relates to the institutional mission and academic plan. An evaluation will be made as to the centrality of the program to the institution's mission.

(Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)

2. Delivery Method

Programs delivered through distance education must also describe the delivery method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning (State Regents’ policy 3.17.11.B.2).

3. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed program (State Regents’ policy 3.4.5.F).

- a. Student Demand: Clearly describe all evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, should be adequate to expect a reasonable level of productivity (State Regents’ policy 3.17.11.B.3).

- b. Employer Demand: Clearly describe all evidence of sufficient employer demand, especially in the five workforce ecosystems developed by the State Department of Commerce that includes aerospace and defense, energy, agriculture and biosciences, information and financial services, and transportation and distribution. This demand can be demonstrated in the form of anticipated openings in an appropriate service area and in relation to existing production of graduates for the institution’s service area and/or state. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program (State Regents’ Policy 3.4.5.F).

(Local/state employer demand information must be included, not solely national employer demand data.)

Estimated Student Demand for the Program

Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) – Fall Semester

4. Unnecessary Duplication

The elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, the proposed program must be sufficiently different from existing programs or access to existing programs must be sufficiently limited to warrant initiation of a new program (State Regents’ policy 3.4.5.H).

Provide specific evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

5. Curriculum

Provide a list of the curriculum to be offered with an existing program online (State Regents’ policy 3.17.11.B.5).

The proposed program must meet the State Regents’ minimum curricular standards including the total credit hour requirements for program completion, liberal arts and sciences, general education, and area of specialization credit hour requirements (refer to 3.16 Undergraduate Degree Requirements). Additionally, the curriculum should be compatible with accreditation or certification standards, where available.

Provide the following information for the program and for each option (some categories may not apply to all programs):

- Total number of hours required for degree: _____
- Number of hours in general education: _____
- Number of hours in major: _____
- Number of hours in degree program core (if applicable): _____
- Number of hours in option (if applicable): _____
- Number of hours in guided electives (if applicable): _____
- Number of hours in general electives (if applicable): _____

For AAS Degrees:

Total number of hours required for degree: _____

Number of hours in general education: _____
Number of hours in technical specialty: _____
Number of hours in technical support courses: _____
Number of hours in technical related coursework: _____

6. Requests for New Programs.

Requests for new programs for offering on-campus and/or through an online format will be submitted for initial approval through the *Academic Program Approval Policy 3.4*.

7. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution’s overall need for funds (State Regents’ policy 3.17.11.B.7).

Provide productivity goals related to the cost and funding of the proposed program.

3.17.5 Academic Standards.

The expectation is that there is no difference in the academic quality, academic standards including admission and retention standards, and student evaluation standards for courses and programs regardless of delivery method. Electronic media courses and programs must meet the following academic standards.

A. Faculty. Describe the training and faculty development that the faculty receives to achieve competency in the technology required for teaching at a distance (State Regents’ policy 3.17.5.A).

B. Faculty/Student Interaction. Describe the provisions for appropriate real-time and delayed interaction between faculty and students and among other students enrolled in the class (State Regents’ policy 3.17.5.B).

C. Academic Integrity. Describe methods that are in place for ensuring academic integrity (State Regents' policy 3.17.5.C).

D. Student Confidentiality. Describe methods that are in place to ensure the confidentiality and privacy of student personal data (State Regents' policy 3.17.5.D).

E. Identify Verification. Institutions shall have an appropriate method to verify the identity of students taking distance education courses (State Regents' policy 3.17.5.E).

F. Advertising. The institution must provide adequate and accurate information to students including but not limited to admission requirements, equipment standards, estimated or average program cost, and other services available. What methods are employed to ensure adequate and accurate information (State Regents' policy 3.17.5.F)?

G. Learning Resources. Students shall have access to facilities and learning materials on essentially the same basis as students in the same program or course taught at the main campus. Describe the resources that are available to distance learning students (State Regents' policy 3.17.5.G)

H. Academic Calendar Requirements. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the main campus. An exception to course meeting time is allowed as defined in the Competency-Based Learning (CBL) section in the State Regents' Academic Calendars policy. Institutions utilizing this exception must have documented and validated methods for students to demonstrate competencies, student assessment, and awarding academic credit as required by the CBL section (State Regents' policy 3.17.5.H).

I. Admission, Retention, Assessment. Describe the standards used for online student admission, retention, and assessment. Standards shall be the same as those standards observed for the same courses or programs on the originating campus. Similarly, the applicable concurrent enrollment policies apply (see the State Regents' Institutional Admission and Retention and Assessment policies) (State Regents' policy 3.17.5.I).

J. Student Services. Students shall have access to program guidance and academic support services, including admissions, enrollment, academic advisement, financial aid, and related services on the same basis as the students located on the main campus. Online programs must make these services available to students in electronic format using the working assumption that these students will not be physically present on campus (State Regents' policy 3.17.5.J).

K. Technical Support System. Students in electronic media off-campus courses or programs and faculty shall have access to appropriate technical support services. Describe the technical support system that is available for all hardware, software and delivery systems specified by the institution as required for the courses and program (State Regents' policy 3.17.5.K).

L. Equipment and Software/Tools. Students must be informed in clear and understandable terms of the electronic or computer resources necessary for successful completion of the class, including, but not limited to, word processing and other productivity tools, e-mail, and Internet services (State Regents' policy 3.17.5.L).

3.17.12 Approval of Subsequent Online Programs

The process for requesting additional existing programs (new programs must be requested through the *Academic Program Approval* policy) through online delivery or other computer-mediated format is 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 student demand, 5) cost and financing.

The letter of intent must have been submitted to the Chancellor prior to filling out the request form.

2. Method of Delivery

Describe the method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning (State Regents' policy 3.17.11.B.2).

3. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution must demonstrate demand for the proposed program.

- a. Student Demand: Clearly describe all evidence of student demand, normally in the form of surveys of potential students and/or enrollments in related programs at the institution, should be adequate to expect a reasonable level of productivity (State Regents' policy 3.17.11.B.3).

- b. Employer Demand: Clearly describe all evidence of sufficient employer demand, especially in the five workforce ecosystems developed by the State Department of Commerce that includes aerospace and defense, energy, agriculture and biosciences, information and financial services, and transportation and distribution. This demand can be demonstrated in the form of anticipated openings in an appropriate service area and in relation to existing production of graduates for the institution's service area and/or state. Such evidence may include employer surveys, current labor market analyses, and future manpower projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (State Regents' Policy 3.4.5.F)

(Local/state employer demand information must be included, not solely national employer demand data.)

4. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds (State Regents' policy 3.17.11.B.7).

Provide productivity goals related to the cost and funding of the proposed program.

--

REQUEST FOR PROGRAM MODIFICATION

Oklahoma State Regents for Higher Education

Institution submitting request: _____

Contact person: _____

Title: _____

Phone number: _____

Current title of degree program (Level II): _____

Current title of degree program (Level III): _____

State Regent's three-digit program code: _____

Degree Granting Academic Unit: _____

With approved options in: A. _____

B. _____

C. _____

D. _____

E. _____

TYPE OF REQUEST: Check all appropriate types of changes and complete ONLY the appropriate pages.

- (1) Program Deletion
(2) Program Suspension
(3) Change of Program Name and/or Degree Designation
(4) Option Addition
(5) Option Deletion
(6) Option Name Change
(7) Program Requirement Change
(8) Other Degree Program Modification

Complete and return ONLY this cover sheet AND the appropriate page(s) specifying the requested modification!
NOTE: Information not included in the requested modification may cause a delay in processing.

Signature of President: _____ Date: _____

Date of Governing Board Approval: _____

1) Program Deletion

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: _____

Name of program and State Regents' three-digit program code of program to be deleted:

(1) PROGRAM DELETION **Delete program and all options**

NOTE: Information not included on the requested action may cause a delay in processing.

Are students still enrolled in degree program? No Yes

If yes, how many? _____

Expected date of graduation for last student: _____

Is the program part of a Cooperative Agreement? No Yes

If yes, complete the Modification to Cooperative Agreement and Cooperative Agreement Deletion forms.

Number of courses which will be deleted from course inventory as a result of this action: _____

If no courses are being deleted, how will they be used: _____

Funds available for reallocation: No Yes

If yes, which departments/programs will receive the reallocated funds? _____

If no funds are available for reallocation, how will funds be used? _____

Reason for requested action (attach no more than one page if space provided is inadequate):

2) Program Suspension

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: _____

Name of program and State Regents' three-digit program code to be suspended:

(2) PROGRAM SUSPENSION

NOTE: Information not included on the requested action may cause a delay in processing.

Reason for requested action (attach no more than one page if space provided is inadequate):

Date program will be reinstated or deleted (one, two, or three years maximum): _____

**3) Program Name Change/
Degree Designation Change**

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: _____

Current program name and/or degree designation and State Regents' three-digit code of program to be modified:

(3) PROGRAM NAME CHANGE AND/OR DEGREE DESIGNATION CHANGE:

NOTE: Information not included on the requested action may cause a delay in processing.

Proposed program name (Level III) (if different): _____

Proposed degree designation to be conferred (Levels I and II) (if different):

Will requested change affect curriculum? No Yes

If yes, please also complete a Program Requirement Change form. Indicate the changes clearly. Note any courses deleted from the course inventory. Asterisk any courses new to the course inventory.

Will requested change require additional funds? No Yes

If yes, please specify the amount of the additional costs, the source of the funds, and how funds will be expended (if explanation exceeds space provided, attach no more than one page).

Reason for requested action:

4) Option Addition

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

●-----●
Institution submitting request: _____

State Regents' three-digit program code and Program name of program to be modified:

NOTE: Information not included on the requested action may cause a delay in processing.

(4) PROGRAM OPTION ADDITION

Name of new option(s): A: _____
B: _____
C: _____
D: _____

●-----●
New option(s) objective: _____

Will the new option be offered via electronic media? No Yes

Mode of delivery to be used: _____

If yes, will the majority of the program (defined as 100% of the required courses in the major) under this option be available to students via electronic media? No Yes
(If yes, please explain in detail on a separate page the procedures to be used.)

Is this degree program already approved for electronic delivery? No Yes
(If no, the process for requesting approval to offer an existing program via electronic media must be followed. See State Regents' Policy 3.16.11.)

●-----●
Reason for requested action: _____
(attach documentation if necessary)

Will requested change require additional funds? No Yes

If yes, please specify the amount of the additional costs, the source of the funds, and how they will be expended (if explanation exceeds space provided, attach no more than one page).

●-----●

Attach a list of courses that will support the(se) option(s) on the attached form, noting the common core for the option added, the proposed curriculum, and asterisk any new courses. **NOTE: All options within a degree program must share an approximate 50% common core as required by policy.**

*Please provide a copy of current degree requirements and list the proposed curriculum requirements for the new option in the right column, noting the common core of courses with the main program in the left column.**

Common Core	Proposed Curriculum

5) Option Deletion

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: _____

Program name and State Regents' three-digit program code to be modified:

(5) PROGRAM OPTION DELETION

NOTE: Information not included on the requested action may cause a delay in processing.

Name of deleted option(s): A: _____
B: _____
C: _____
D: _____

Number of courses to be deleted from course inventory: _____

If no courses are being deleted, how will they be used? _____

Number of students still enrolled in each option: _____

How will students in deleted option(s) be accommodated? _____

Funds available for reallocation: No Yes

If yes, which departments/programs will receive the reallocated funds? _____

If no funds are available for reallocation, how will funds be used? _____

List courses that will be deleted from course inventory:

Reason for requested action (attach no more than one page if space provided is inadequate)

6) Option Name Change

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: _____

Program name and State Regents' three-digit program code of program to be modified:

(6) OPTION NAME CHANGE

NOTE: Information not included on the requested action may cause a delay in processing.

Current option name: _____

Proposed option name: _____

Will requested change affect curriculum? No Yes

*If yes, please also complete a Program Requirement Change form. **Indicate the changes clearly. Note any courses deleted from the course inventory. Asterisk any courses new to the course inventory.***

Will requested change require additional funds? No Yes

If yes, please specify the amount of the additional costs, the source of the funds, and how funds will be expended (if explanation exceeds space provided, attach no more than one page).

Reason for requested action: _____

7) Program Requirement Change

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: _____

Program name and State Regents' three-digit program code to be modified:

(7) PROGRAM REQUIREMENT CHANGES

NOTE: Information not included on the requested action may cause a delay in processing.

Course requirement change (change in number of core courses, electives, general education, etc. Changes in course prefixes that do not effect content should be reported, but do not require approval.)

Degree program requirement change (i.e. prerequisites, minimum GPA for admission or other admission criteria changes, graduation criteria change, etc.)

Total credit hours for the degree will **NOT** change.

Total credit hours for the degree **WILL** change from _____ to _____.
Explain:

Summary of changes (attach no more than one page if space provided is inadequate, as well as the form showing the current and proposed curriculum):

Number of new courses being added to course inventory:

Number of courses being deleted from course inventory:

Reason for requested action (attach no more than one page if space provided is inadequate):

Will requested change require additional funds from the State Regents? No Yes

If yes, please specify the number of the additional costs, the source of the funds, and how they will be expended (attach no more than one page if space provided is inadequate).

Attach current and proposed degree program requirements and degree program objectives (on no more than three pages). **Indicate the changes clearly. Note any courses deleted from the course inventory. Asterisk any courses new to the course inventory.**

Please list the current curriculum requirements in the left column and the proposed curriculum requirements in the right column.

Current Curriculum	Proposed Curriculum

8) Other Degree Modification

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: _____

Program name and State Regents' three-digit program code of program to be modified:

(8) OTHER DEGREE PROGRAM MODIFICATION

NOTE: Information not included on the requested action may cause a delay in processing.

Requested action: _____

Reason for requested action (attach no more than one page if space provided is inadequate):

Will requested change require additional funds? No Yes

If yes, please specify the amount of the additional costs, the source of the funds, and how they will be expended (if explanation exceeds space provided, attach no more than one page).

Will requested action change curriculum? No Yes

*If yes, complete a Program Requirement Change form and include the current and proposed curriculum degree program requirements and degree program objectives (on no more than three pages). **Indicate the changes clearly. Note any courses deleted from the course inventory. Asterisk any courses new to the course inventory.***

Please list the current curriculum requirements in the left column and the proposed curriculum requirements in the right column.

Current Curriculum	Proposed Curriculum

POST AUDIT REPORT FORM - REVIEW FOR FINAL APPROVAL

Oklahoma State Regents for Higher Education

(Institution submitting request)

(Program name and State Regents' program code)

Date Program was approved by the State Regents: _____

Provide a brief status report summarizing the new program's progress (*limit response to three pages*).

Provide the following information:

Approved Productivity Criteria:		Required	Achieved
1.	Minimum number of majors enrolled (<i>example: 18 student enrolled in Fall 2015; found in the letter from the OSRHE</i>)		
2.	Minimum number of graduates (<i>example: 8 graduates in 2015-2016; found in the letter from the OSRHE</i>)		

All required criteria were met by the program? Yes No

If **NO**, the institution requests:

_____ Deletion of the Program* (if so, complete Program Modification Form, specifically item (1) Program Deletion and attach);

_____ Suspension of the Program* (if so, complete Program Modification Form, specifically item (2) Program Suspension and attach);

*NOTE: Must have Governing Board approval.

OR

_____ Extension of the Review Period (if so, provide a brief explanation of the future plans for the program that will enable it to meet the productivity requirements and the time frame required to accomplish these plans (*limit response to two pages*)).

Requested date for next review (typically no more than 3 years): _____

INTENSIVE ENGLISH PROGRAM EVALUATOR GUIDELINES

IEP Standards for Approval

Language Program

Mission

The IEP must have a written statement describing how its goals, objectives, and future plans support the mission of preparing non-native speakers of English for college work as it relates to State Regents' policy.

Does the IEP meet this standard?

Notes:

Promotion

IEP promotion materials shall accurately describe program goals, admission requirements, and hours of instruction, program length, calendar, prices, and student services. If associated with an Oklahoma institution of higher education, the IEP must indicate evidence of cooperation and support with that or those institutions.

Does the IEP meet this standard?

Notes:

Recruitment

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

Does the IEP meet this standard?

Notes:

Admission

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

Does the IEP meet this standard?

Notes:

Curriculum

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

Does the IEP meet this standard?

Notes:

Scope: The curriculum must specifically include listening, speaking, reading and writing skills, text genres, and content relevant to English for academic purposes.

Does the IEP meet this standard?

Notes:

Written Documentation: The IEP must have a written document clearly outlining goals and objectives for levels of instruction appropriate to students to be admitted under this policy, as well as individual course syllabi for distribution by faculty to their students. Criteria for successful program completion should be articulated in the document.

Does the IEP meet this standard?

Notes:

Testing and Placement: Testing and placement must be executed in accordance with professional standards.

Does the IEP meet this standard?

Notes:

Faculty/Student Ratio: The ratio should represent proportions that the field recognizes as being effective and should be appropriate to the goals of a particular course and the classroom size.

Does the IEP meet this standard?

Notes:

Assessment

The IEP must utilize a formal system of assessment to include evaluation of personnel, courses, and student progress toward stated goals. Broad participation of faculty, staff, and students is required in the assessment process. Selection of assessment instruments and other parameters (target groups, scheduling of assessments, etc.) is the responsibility of the IEP. When appropriate, internationally standardized instruments should be employed. Data collected from assessments should serve as the basis for program modifications.

Does the IEP meet this standard?

Notes:

Contact Hours

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

Does the IEP meet this standard?

Notes:

Class Levels

The IEP must offer a sufficient array of class levels to accommodate students' needs. To meet admission criteria, two-thirds of the 12 weeks of instruction must be at the advanced level.

Does the IEP meet this standard?

Notes:

Administration

Director

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

Does the IEP meet this standard?

Notes:

Policy Description

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

Does the IEP meet this standard?

Notes:

Record Keeping

An accurate record system for students and personnel shall be established. Student data should include enrollment history, immigration documentation, performance in the program, and when possible tracking of subsequent academic performance in college-level course work. Personnel data should include appropriate documentation of educational credentials and/or work experience for each position.

Does the IEP meet this standard?

Notes:

Faculty

Full-Time

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

Does the IEP meet this standard?

Notes:

Degree Level

The members of the IEP faculty have at least master's degrees in TESOL or training and/or experience appropriate to their course assignments.

Does the IEP meet this standard?

Notes:

Faculty Workload

Faculty workload, including class preparation and presentation, work with students outside of class, committee work, and staff meetings, should be comparable to similar IEPs in like settings.

Does the IEP meet this standard?

Notes:

Professional Development

Faculty must have adequate opportunity and support for in-service training/professional development.

Does the IEP meet this standard?

Notes:

Student Services

Advising

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

Does the IEP meet this standard?

Notes:

Orientation

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

Does the IEP meet this standard?

Notes:

Extracurricular Activities

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

Does the IEP meet this standard?

Notes:

Finance

Refund Policy

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

Does the IEP meet this standard?

Notes:

Physical Facilities

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

Does the IEP meet this standard?

Notes:

Evaluator Signature

Evaluator Signature: _____

Cooperative Agreement Program

Oklahoma State Regents for Higher Education

COOPERATIVE AGREEMENT PROGRAM REQUEST FORM

Institution Submitting Proposal

Program name and State Regents' program code

Technology Center

Date of Governing Board Approval: _____

Signature of President: _____ Date: _____

Signature of Superintendent: _____ Date: _____

**Signature of Primary Partner: _____ Date: _____

**Only if applicable from proposing secondary partner; primary partner signature may be in an accompanying approval letter rather than this form.

Cooperative Agreement Program (CAP) Request Form

The proposal for a CAP should provide the following information.

NOTE: INFORMATION NOT INCLUDED IN THE COOPERATIVE AGREEMENT PROGRAM PROPOSAL MAY CAUSE A DELAY IN PROCESSING.

1. A CAP signature page (president and superintendent) that includes the names of the participating college and technology center(s).
2. Name of college-level certificate or degree program(s) toward which credit will be awarded, including the State Regents' three-digit program code, and any options included.

(The size of the box is NOT an indicator of the amount of information required to address the request. Please include as much information as necessary [the boxes will expand].)

3. Will this arrangement include:
 _____ contractual arrangement _____ technical assessments (PLA) _____ combination of both
4. List a) technical courses on the Statewide Contractual Course Inventory/Technical Crosswalk, b) assessments on the Statewide Inventory of Industrial, Technical and Other Assessments, and/ or c) general education courses that will be included in the contractual or technical PLA program.

a) Technical Courses in Contractual Arrangements:

Higher Education Course:	Contractual Technical Course:	Approved for listing on Statewide Contractual Course Inventory/ Technical Crosswalk? ___ Yes ___ No ___ Request Pending
Higher Education Course:	Contractual Technical Course:	Approved for listing on Statewide Contractual Course Inventory/ Technical Crosswalk? ___ Yes ___ No ___ Request Pending
Higher Education Course:	Contractual Technical Course:	Approved for listing on Statewide Contractual Course Inventory/ Technical Crosswalk? ___ Yes ___ No ___ Request Pending
<i>(add rows as needed)</i>		

--	--	--

b) Technical Assessments (PLA):

Higher Education Course:	Technical Assessment:	Approved for listing on the Statewide Matrix of Industrial, Technical and Other Assessments? ___ Yes ___ No ___ Request Pending
Higher Education Course:	Technical Assessment:	Approved for listing on the Statewide Matrix of Industrial, Technical and Other Assessments? ___ Yes ___ No ___ Request Pending
Higher Education Course:	Technical Assessment:	Approved for listing on the Statewide Matrix of Industrial, Technical and Other Assessments? ___ Yes ___ No ___ Request Pending
<i>(add rows as needed)</i>		

c) General Education Courses:

Higher Education Course:	Location?	Delivery Method?
Higher Education Course:	Location?	Delivery Method?
Higher Education Course:	Location?	Delivery Method?
<i>(add rows as needed)</i>		

5. Detail the maximum number of college credit hours to be articulated through contractual technical courses or technical assessments and the maximum college credit awarded toward the degree for work completed outside the institution¹.

Total credit hours articulated through contractual technical courses: _____
Total credit hours articulated through technical assessments: _____
Total credit hours that can be applied to the degree through approved contractual technical courses and/or assessments: _____
Total credit hours in general education: _____
Total credit hours required for the degree: _____

Note: the Higher Learning Commission requires that at least "15 of the 60 credits for the associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approve by the Commission." However, any time the credit from outside the institution surpasses 50%, a higher level of scrutiny/review from HLC should be expected.

6. Academic credentials of contractual entity's faculty responsible for classroom and laboratory experiences. *(Include a summary document here. Full vitae, resume and certifications must be included as attachments, as well as documentation of the institutional process for credential and/or experience evaluation for contractual entity's faculty.)*

College faculty supervising the contractual arrangement or application of PLA credit for the program:

Contractual entity's faculty teaching in the contractual arrangement:

7. Outline the financial arrangements between the institution and the contractual entity if different from that specified in policy; this should include student tuition and other charges applicable to the contractual arrangement.

8. Description of the classroom and laboratory facilities and how they will be utilized.

9. State if general education courses will be offered as part of the CAP by the college at the technology center, on the college campus or via electronic delivery.

10. Academic credentials of faculty responsible for classroom and laboratory experiences.

(Include a summary document here. Full vitae, resume and certifications must be included as attachments.)

11. Outline the steps that will be taken to assure quality academic programming pursuant to the CAP.

12. Describe the criteria for assessment of student outcomes in each module, course, and program.

13. To maintain quality courses, the higher education institution will designate an appropriate individual to work as liaison between the technology center(s) and higher education institution. Provide the name of the individual as well as the criteria and procedures that will be used for an annual evaluation of courses.

14. Describe the student support service available to students enrolled in the CAP.

15. Outline the financial arrangements between the college and the area technology center if different from the Alliance Agreement; this should include student tuition and other charges.

16. State if high school students may be enrolled in the CAP and/or any restriction based on age of students.

PROGRAM REVIEW SUMMARY TEMPLATE
3.7 Academic Program Review
(optional)

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

(Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each element of the review.)

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

A. Centrality of the Program to the Institution's Mission:

(Institution's response/rationale should follow each criteria of this policy; (Size of box provided is NOT an indicator of the length of response expected; please include as much information as needed to thoroughly address each standard.)

B. Vitality of the Program:

B.1. Program Objectives and Goals:

B.2 Quality Indicators (including Higher Learning Commission issues):

--

B.3. Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count	Graduates

B.4. Other Quantitative Measures:

- a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

<i>List or attach list of courses</i>

- b. Student credit hours by level generated in all major courses that make up the degree program for five years:

--

- c. Direct instructional costs for the program for the review period:

--

- d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

--

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Faculty	Credential	Institution that granted degree

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

g. If available, information about the success of students from this program who have transferred to another institution:

B.5. Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

Duplication and Demand Issues:

Address Duplication:

Address Demand:

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer

equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

--

*Low Producing Program Reviews follow a different format and template.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date

Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Expand program (# of students)			
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program			

Department/
Program Head _____
(Signature)

Date _____

Dean _____
(Signature)

Date _____

PROGRAM REVIEW EXECUTIVE SUMMARY TEMPLATE

Based on the thorough program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This template is provided to assist institutions in providing a brief summary, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive summaries should be possible within two pages using this template format.

Institution Name: Program Name and State Regents Code: List Any Options:	
Date of Review:	Recommended Date of Next Review:
Centrality to Institutional Mission:	
Program Objectives and Goals:	
Quality Indicators Such As: – Student Learning Outcomes – Effective Teaching – Effective Learning Environments – External Curricular Evaluation – Capacity to Meet Needs and Expectations of Constituencies	<ul style="list-style-type: none"> • • •
Productivity for Most Recent 5 Years	Number of Degrees: _____ Number of Majors: _____
Other Quantitative Measures Such As: – Number of Courses for Major – Student Credit Hour in Major – Direct Instructional Costs	<ul style="list-style-type: none"> • • •

Low Productivity Report

Oklahoma State Regents for Higher Education
LOW PRODUCTIVITY PROGRAM REPORT

_____ (Institution submitting request) _____ (Program name and State Regents' program code)

Provide a brief status report summarizing the program and explaining its failure to meet State Regents' (five-year average) minimum productivity requirements for graduates and/or headcount enrollment (*limit response to three pages*).

Provide the following information:

Minimum Productivity Criteria:	Required	Achieved
1. Minimum number of majors enrolled (<i>example: 18 student enrolled in Fall '04; see State Regents' policy 3.7.5.B.3</i>)		
2. Minimum number of graduates (<i>example: 8 graduates in 04-05; see State Regents' policy</i>)		

External review completed? Yes _____ No _____
 If yes, please provide a copy of the report.

Based on the institution's assessment and/or external review of the low-producing program, the institution requests:

_____ Deletion of the Program* (if so, complete Program Modification Form, specifically item (1) Program Deletion and attach);

_____ Suspension of the Program* (if so, complete Program Modification Form, specifically item (2) Program Suspension and attach);

***NOTE: Must have Governing Board approval.**

OR

_____ Continuation of the program (if so, provide a brief explanation of the future plans for the program that will enable it to meet the productivity requirements, the time frame required to accomplish these plans, and the budget implications for continuation of the program. If requesting an exception for the program, please indicate which exception is applicable and provide justification. (*limit response to three pages*).

- | | |
|--|---|
| _____ 1. New Program
_____ 2. Liberal Arts and Sciences Program
_____ 3. Offline Program | _____ 4. Restructured Program
_____ 5. Special Purpose Program
_____ 6. Data Discrepancy
_____ 7. No Cost/Justifiable Cost Program |
|--|---|

REGULAR OR LOW PRODUCING PROGRAM EXTERNAL REVIEW TEMPLATE

External Review of the <Institution Name>

<Degree Name>

Evaluator 1: <Mary Smith, PhD>
<Professor, University of Colorado>
<School of Medicine, Department of Physical Medicine & Rehabilitation,>
<Department of Pediatrics >
<Assistant Director, Physical Therapy Program>

Evaluator 2: <Joe Jones, PhD, PT, FAPTA>
<Professor and Chair, University of Pittsburg>
<Department of Physical Therapy, School of Health & Rehabilitation Sciences>

I. Team Selection. A minimum of two academic peer reviewers from outside the institution will be selected by the chief academic officer, from a list of nominees provided by the department head, after consulting with the program faculty. Nominees must be from high quality, respected peer programs with proficiency in the areas of specialization that are important to the academic program being reviewed. Institutions must ensure the absence of conflicts of interest by the evaluators selected.

A. Summary of Qualifications. <Mary Smith, PT, PhD is a Professor in the School of Medicine, Department of Physical Medicine and Rehabilitation and the Department of Pediatrics, at the University of Colorado Denver. She is the Assistant Director of the Physical Therapy Program and teaches courses, as well as provides administrative oversight, in both the entry-level Doctor of Physical Therapy Program and the Transition Doctor of Physical Therapy Program. With over 25 years of clinical practice experience ... >

<Joe Jones, PhD, PT, FAPTA is Professor and Chair, Department of Physical Therapy, School of Health & Rehabilitation Sciences (SHRS) and Associate Dean for Research, SHRS at the University of Pittsburgh. He has received the Golden Pen award from the APTA in 1992, ...>

B. Absence of Conflict of Interest. The Evaluation Team members have no conflict of interest that would influence the objectivity of the evaluation. The reviewers are not employees, nor do they have close relatives who are employees of

<Institution Name>. The reviewers' respective institutions are not direct academic competitors of <Institution Name>. Neither reviewer is a graduate of <Institution Name>. The reviewers have no vested interest or conflict of interest, either current or planned, in any component of <Institution Name>.

II. Review Schedule. Opportunities should be arranged for team members to communicate with faculty members of the department and chairs of related programs in person or by technological means. The review schedule should be arranged to accommodate the reviewers' need to have time to work individually as a team.

III. Materials. At least four weeks prior to the visit, the following information will be provided to each member of the external review team. Additionally, a copy of this material will be available to the unit undergoing the review and to the central administration review group:

A. Team Charge. The team will validate and evaluate the extent to which the program meets policy criteria as described below:

This report is an evaluation of the <degree name> offered at <Institution Name> that was identified for a regular five-year external review or as a low producing program external review, based on standards found in the State Regents' *Academic Program Review* policy. The task presented to the Evaluation Team was to assess the viability and quality of the <degree name> and to evaluate the extent to which the program meets the criteria outlined in *Academic Program Review* policy. The charge was to make and substantiate a recommendation to: 1) suspend, 2) modify, 3) continue, or 4) delete the program.

B. Self-Study. The institution's program review/self-study report addressing all criteria in policy 3.7.5. The appropriate academic officer and faculty for the program may include areas of emphasis (e.g., review of labs, major courses, resources, for the program, etc.).

Additionally, each team member received the following documents for the program under review:

- a. The *Academic Program Review* policy;
- b. Centrality of the Program to the Institution's Mission
- c. Vitality of the Program (refer to *Academic Program Review* policy 3.7.5)
 1. Program Objective and Goals;
 2. Quality Indicators;
 3. Minimum Productivity Indicators;
 4. Other Quantitative Measures;

- 5. Duplication and Demand; and
- 6. Effective Use of Resources.
- d. Current catalog and website information for the University, the college, the department or academic unit;
- e. Curriculum Vitae for the Evaluation Team.
- f. A sample report as a guide for preparation of this report of the evaluation of the <degree name> program.

C. Previous Reports and Findings. Previous program review reports and any subsequent reports related to previous recommendations were made available to the team.

D. Review Schedule and Report. A preliminary schedule for the review (with the understanding that the team may request additional or follow-up interviews or may otherwise choose to modify the proposed schedule), a timeline for submission of the team's preliminary report (including an opportunity for factual changes), and final report with recommendations will be determined by the team chair and chief academic officer.

IV. Collaboration of Reviewers. <Drs. Smith and Jones> have collaborated on this report. After independent research and evaluation of all submitted materials we have arrived at parallel conclusions, and have jointly prepared this report. In preparing and writing this report, the evaluators collaborated both in person and via technological means.

V. Team Report. A preliminary draft of the team's report will be provided to the appropriate academic officer for review of factual errors. A final report will be provided to the chief academic officer by the review team within the agreed upon time after the conclusion of the visit.

VI. Conclusions.

A. Continuation of the Program:

- Yes, continue the program with modifications as noted immediately below and detailed in the comment section below.
- Expand the program
- Maintain program at current level
- Reduce program in size or scope
- Merge or Consolidate program
- Reorganize program
- Suspend program

_____ No, delete program.

B. Specific comments regarding recommendations:

**OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
ACADEMIC CALENDAR FORM**

Return by December 1, 2017

Electronic submission with President's signature is preferred (to sbeauchamp@osrhe.edu).

Institution: _____

ACADEMIC CALENDAR FOR 2018-2019

Summer Session (2018):

Semester begins (first day of 8-week classes) _____
1st 4-week session (begins and ends) _____
2nd 4-week session (begins and ends) _____
Please list dates of all holidays and breaks (no classes) _____

Semester ends (last day of 8-week classes including final exams) _____
Commencement date (graduation ceremony-if applicable) _____

Fall Semester (Fall 2018):

Semester begins (first day of 16-week classes) _____
1st 8-week session (begins and ends) _____
2nd 8-week session (begins and ends) _____
1st 4-week session (begins and ends) _____
2nd 4 week session (begins and ends) _____
3rd 4-week session (begins and ends) _____
4th 4 week session (begins and ends) _____

Please list dates of all holidays and breaks (no classes)

Semester ends (last day of 16-week classes including final exams)

Commencement date (graduation ceremony-if applicable)

Spring Semester (Spring 2019):

Semester begins (first day of 16-week classes)

1st 8-week session (begins and ends)

2nd 8-week session (begins and ends)

1st 4-week session (begins and ends)

2nd 4 week session (begins and ends)

3rd 4-week session (begins and ends)

4th 4 week session (begins and ends)

Please list dates of all holidays and breaks (no classes)

Semester ends (last day of 16-week classes including final exams)

Commencement date (graduation ceremony)

Intercessions (classes that meet between regularly scheduled semesters or that meet between summer session and fall semester, between fall semester and spring semester, or between spring semester and summer session):

	Fall 2018 (between summer 2018 and fall 2018)	Spring/Winter 2019 (between fall 2018 and spring 2019)	Summer 2019 (between spring 2019 and summer 2019)
Intercession begins	_____	_____	_____
Intercession ends (including final exams)	_____	_____	_____

Summer 2018 (if applicable):

Final add/drop date 8 week/first 4 week classes: _____

Final add/drop date 2nd 4 week classes: _____

Fall 2018 (if applicable):

Final add/drop date 16 week/first 8 week classes: _____

Final add/drop date 2nd 8 week classes: _____

Spring 2019 (if applicable):

Final add/drop date 16 week/first 8 week classes: _____

Final add/drop date 2nd 8 week classes: _____

Alternative Schedules (please describe any alternative schedules)

Signature of President _____ **Date** _____

*****Note: Spring Break should be scheduled for the week that includes the third Wednesday in March*****

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
ANNUAL STUDENT ASSESSMENT REPORT OF ACTIVITY

All information is to be submitted electronically as email attachments. No documents, other than a transmittal letter from the President to Chancellor Glen D. Johnson, will need to be printed and delivered.

Please submit by **December 1**.

ANNUAL REPORT OF STUDENT ASSESSMENT ACTIVITY

Section I – Entry Level Assessment and Course Placement

Activities

- I-1. What information was used to determine course placement?
- I-2. How were students determined to need remediation (e.g., cut scores or advising process)?
- I-3. What options were available for the students to remediate lack of preparedness?

Analyses and Findings

- I-4. Describe analyses and findings of student success in both remedial and college-level courses, effectiveness of the placement decisions, evaluation of cut-scores, and changes in the entry-level assessment process or approaches to teaching as a result of findings.

Section II –General Education Assessment

Administering Assessment

- II-1. Describe the institutional general education competencies/outcomes and how they are assessed.
- II-2. Describe how the assessments were administered and how students were selected.
- II-3. Describe strategies used to motivate students to substantively participate in the assessment .
- II-4. What instructional changes occurred or are planned in response to general education assessment results?

Analyses and Findings

- II-5 Report the results of each assessment by sub-groups of students, as defined in institutional assessment plans.**

II-6. How is student performance tracked into subsequent semesters and what were the findings?

II-7. Describe the evaluation of the general education assessment and any modifications made to assessment and teaching in response to the evaluation.

Section III – Program Outcomes

Administering Assessment

III-1. List, in table format, assessment measures and number of individuals assessed for each degree program. Include graduate programs if applicable to the institutional assessment plan.

Analyses and Findings

III-2. What were the analyses and findings from the program outcomes assessment?

III-3. What instructional changes occurred or are planned in the programs in response to program outcomes assessment?

Section IV – Student Engagement and Satisfaction

Administration of Assessment

IV-1. What assessments were used and how were the students selected?

IV-2. What were the analyses and findings from the student engagement and satisfaction assessment?

IV-3. What changes occurred or are planned in response to student engagement and satisfaction assessment?

Assessment Budgets

State Regents policy states that academic service fees “shall not exceed the actual costs of the course of instruction or the academic services provided by the institution” (Chapter 4 – Budget and Fiscal Affairs, 4.18.2 Definitions).

Provide the following information regarding assessment fees and expenditures for the academic year:

Assessment fees	
Assessment salaries	
Distributed to other departments	
Operational costs	
Total Expenditures	

Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
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Signature of President _____ Date: _____



REQUEST FOR HIGH SCHOOL COURSE REVIEW FORM

Part I: Instructions

In order for a high school course to be considered for college admission/Oklahoma's Promise, a high school principal shall:

- A. Electronically complete this form for each course submitted.

- B. Provide a syllabus for each course that shall include, but may not be limited to, the following:
 1. A detailed course description;
 2. Textbook(s) and other required course materials used;
 3. Measurable course learning outcomes;
 4. Measurable learning objectives that are aligned with the overall course learning outcomes; and
 5. A course outline summarizing each unit of instruction as well as the time spent on each unit.
Each unit within the course outline shall also detail the assignments, exams, and activities that are aligned with, and effectively measure, each learning objective.

- C. Email this completed form and the syllabus, containing all of the information detailed in B (1-5), to Daniel Archer, Assistant Vice Chancellor for Academic Affairs, darcher@osrhe.edu.

Part II: Complete the following

High School Name:	School District Name:
High School Principal Name:	High Principal Email Address:
Name of course that you are requesting to be reviewed:	
Discipline area that you are requesting the course to count within: Select Discipline Area	
There are other high school courses that count within this discipline area. Why do you feel it is necessary to include this course as well?	
Describe the internal process by which this course was reviewed to ensure there is a high level of academic rigor that sufficiently prepares high school students for collegiate level work.	
Based on the outcomes of the internal course review, explain how this course has a high level of academic rigor that sufficiently prepares high school students for collegiate level work.	

Part III: In addition to Parts I and II, complete the following if you are requesting to count a course within the lab sciences discipline area or mathematics discipline area.*

If you are requesting for the course to count within the lab sciences area:

Pursuant to Title 70, O.S. §11-103.6, the content and/or rigor in a lab science course must be equal to, or above, the level of Biology. Explain how the content and/or rigor in this course is equal to, or above, the level of Biology.

If you are requesting for the course to count within the mathematics area:

Pursuant to Title 70, O.S. §11-103.6, the content and/or rigor in a mathematics course must be above the level of Algebra I. Explain how the content and/or rigor in this course is above the level of Algebra I.

***Disregard Part III if you are requesting to count a course within a discipline outside of the lab sciences or mathematics areas.**

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

OFF-CAMPUS AGREEMENT

**Approval of Instruction in the Service Area of Another College or University
and "Home Rule"**

Pursuant to the State Regents' *Distance Education and Traditional Off-Campus Courses and Programs* policy, an institution wishing to offer a course outside of its service area or at any site whose location is closer to another institution than the institution wishing to offer the course ("home rule" see policy section 3.17.13) must have an off-campus agreement on file with the State Regents. These agreements apply to traditional off-campus and off-campus concurrent enrollment courses. Signed and executed agreements must be on file at the State Regents' office before the course is offered.

Offering Institution:

[Click here to enter text.](#)

Service Area or Home Rule Institution(s):

[Click here to enter text.](#)

Location(s) Where Course Will be Offered:

[Click here to enter text.](#)

Time Period for Offering Course(s):

Beginning: [Click here to enter text.](#)

End: [Click here to enter text.](#)

Course Prefix and Number	Course Title
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

List additional courses on a separate page.

Signature: _____
(Service Area Institution President)

Date: _____

Signature: _____
(Offering Institution President)

Date: _____