OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION

Improving our future by degrees

Academic Affairs
Procedures Handbook

2011-2012

www.okhighered.org

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: The process used by the State Regents or other entities recognized by the U.S. Department Education (USDE) to ensure postsecondary education providers meet and maintain minimum standards of quality and integrity regarding academics, administration, and related services.

Assessment of Student Satisfaction: Measures of perceptions of student and alumni 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.

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).

Certificate: Recognition awarded for an organized program of study that does not lead to an academic degree.

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.

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.

Cooperative Agreement: A formal, State Regents' approved agreement between a state higher education institution and a state technology center to offer courses leading to an associate in applied science degree. Associate in applied science degree programs may or may not apply to a baccalaureate degree. College credit is awarded only by the higher education institution.

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.

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

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

Distance Education: A planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, and special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements. (Moore and Kersley, *Distance Education: A Systems View*, Wadsworth Publishing Company, CA, 1996.)

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.

Electronic Media: Includes, but is not necessarily limited to, video, audio and computer conferencing, CD-ROM, radio, telephone instruction, Internet-based delivery, and combinations thereof. Courses and programs offered at higher education centers, branch campuses, or constituent agencies are not considered traditional off-campus or electronic media 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.

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

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.

Evaluation Team: A group of peer evaluators selected by the State Regents to gather and analyze information and conduct an on-site evaluation of an institution's programs and operations to determine if an institution meets the State Regents' Standards of Educational Quality detailed in the accreditation policy.

Evaluation Visit: Visit to the institution conducted by the evaluation team to analyze and evaluate an institution's ability to deliver and support quality courses and programs in the state of Oklahoma.

Extrainstitutional Learning: 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.

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.

Focused Visit: An onsite visit conducted by an evaluation team to evaluate specific institutional developments and changes, or revisit concerns identified by a previous evaluation team.

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 gained through the student's general education program.

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

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

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.

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.

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.

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

Private Higher Education Institution: A private, denominational, or other two-year or four-year college or university that offers courses beyond the twelfth grade for which students earn credit and may be applied to satisfy the requirements for an associate's, baccalaureate, graduate, or professional degree.

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.

Recognized National Accrediting Agency: An accrediting agency that is 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, Part 602. The Secretary periodically publishes in the Federal Register a list of recognized accrediting agencies and the scope of each agency's recognition, i.e., 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.

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 of the North Central Association of Colleges and Universities (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.

Remedial/Developmental Courses: Zero-level courses that do not carry college credit and are designed to raise students' competency in the subject area to the collegiate level.

Resident of Oklahoma: One who has lived continuously in Oklahoma for at least 12 month duration and whose domicile is in Oklahoma. A person's domicile is his or her true, fixed, permanent home or habitation. It is the place where he or she intends to remain and to which he or she expects to return. A person can have more than one residence, but only one domicile. Domicile has two components -- residence and the intention to remain. When these two occur, there is domicile.

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 accreditation. 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.

Self-Study Report: A comprehensive description of the institution's own evaluation of its effectiveness and the extent of its compliance with the State Regents' Standards of Educational Quality and the HLC's Criteria for Accreditation. Additionally, the institution must indicate its compliance with HLC's ERs in the self-study. The report serves as a key component in the evaluation conducted by the visiting team. The document also describes the process by which the self-study report was conducted.

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.

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.

Team Chairman: An experienced evaluation team member who leads the evaluation team visit and prepares the team report consistent with State Regents' policy and using HLC guidelines for the evaluation visit and team report. The chairman is responsible for submitting the completed team report including recommendations to the Chancellor within ten working days of the evaluation visit.

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: Official document issued by an institution with student information that is a complete and accurate reflection of a student's academic career. Includes information such as cumulative and GPA, semesters of attendance, courses taken, grades and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

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.

Transferability: Credits earned by students at institutions accredited by a regional accrediting agency or the State Regents will be accepted for transfer at face value into like programs at institutions in the State System (and on a voluntary basis by private/independent institutions) consistent with the State Regents' *Undergraduate Transfer and Articulation* policy. Credits earned by a student at an institution accredited by a recognized national accrediting agency may be reviewed on a course-by-course basis, for possible transfer to an institution in the State System (and on a voluntary basis by private/independent institutions).

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 and Due Dates

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. Some due dates for these and other State Regents' departments can be found online at http://www.okhighered.org/admin-fac/MasterCalendar.pdf.

Report	Due	Policy Reference
Academic Calendar	Annual	*3.19 Academic Calendars*
Academic Plan	Annual	*3.7 Academic Program Review*
Academic Program Reviews	5-year cycle	*3.7 Academic Program Review*
Admission Policy Impact Study	Biennial	*3.10 Institutional Admission and Retention*
Cooperative Agreement Survey	Biennial	*3.6 Cooperative Agreements Between Higher Education Institutions and Career Technology Centers*
English Language Proficiency	Annual	*3.25 Instructor's English Proficiency*
Intensive English Program Self-Study	Varies; Specified by State Regents' action	*3.5 Intensive English Program Approval and Review*
Low Productivity Report	Annual	*3.4 Academic Program Approval*
Policy Reporting Requirements Survey	Annual	*3.12 Grading; 3.10 Institutional Admission and Retention; 3.21 Remediation and Removal of High School Curricular Deficiencies; and 3.18 Residence Status of Enrolled Students*
Post Audit Report	Varies; Specified by State Regents' action	*3.4 Academic Program Approval*
Remediation Report	Annual	*3.21 Remediation and Removal of High School Curricular Deficiencies*
Student Assessment Report	Annual	*3.20 Assessment*
Teacher Education Admission Study	Annual	*3.22 Teacher Education*
Teacher Residency Program Report	Semester	*3.23 Teacher Professional Development Residency Program*

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

Purpose of Policy

3.1.1

B. Consumer Protection. The primary purpose of the policy is to protect Oklahoma citizens by ensuring that higher education institutions meet statutory and policy requirements regarding institutional quality. To operate as a college or university in Oklahoma and award college credit or degrees institutions must be accredited by one of the following three entities: a regional accrediting agency, a recognized national accrediting agency, or the State Regents as defined in this policy.

Authority

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

> *. . . 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. A private educational institution shall be accredited under rules promulgated and adopted by the Oklahoma State Regents for Higher Education unless such institution is accredited by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education 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. A private educational institution shall grant only those degrees authorized by the Oklahoma State Regents for Higher Education unless approved otherwise by a national or regional accrediting agency which is recognized by the Secretary of the United States Department of Education 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 . . . (70 O.S. §4101 [1965], 70 O.S., Supp. 1996, §4103, and 70. O.S., Supp. 1996, §4104)*

Policy Procedures

3.1.4   Unaccredited Private Institutions

State Regents' standards, policies, and procedures for accreditation are modeled on those of Higher Learning Commission of the North Central Association (HLC). Accreditation of a college or university by the State Regents means that standards and policies prescribed for accreditation by the State Regents' policy have been satisfied. Institutions accredited pursuant to this policy are encouraged to become accredited by the regional accrediting agency, HLC.

HLC's Eligibility Requirements (ER) establish baseline benchmarks for institutions seeking accreditation by the State Regents. The team will explore the institution's ability to meet the HLC's ERs as evidenced by the institution's self-study report and the evaluation visit.

To achieve accreditation without qualification, an institution is required to meet the HLC's ERs and each State Regents' Standard of Educational Quality as well as address the HLC Criteria for Accreditation in the institutional self-study report and the evaluation visit.

A. Initial Application

Preliminary Conference: The institution's president will contact the Chancellor or his designee and request a meeting to discuss the State Regents' Standards of Educational Quality and the procedures necessary to achieve State Regents' accreditation. The accreditation policy and related State Regents' policies, HLC's ERs, and the current HLC Criteria for Accreditation will be provided.

Application: To apply for consideration of accreditation, the president will submit a formal letter of request and a document addressing the proposed institution's response to HLC's ERs, as well as any documentation required by the State Regents. Upon receipt of these documents, the official accreditation process begins. Institutions will be required to follow the procedure outlined in this policy, which includes an institutional self-study report and an on-site evaluation visit to determine if the institution meets the State Regents' Standards of Educational Quality. The Chancellor will appoint a staff member to serve as liaison to the institution during the evaluation process. The anticipated time period for the team evaluation visit will be communicated.

Frequently Asked Questions

1. *What is required for an accredited institution to legally offer college courses/credit in Oklahoma?*
To legally operate in Oklahoma, an institution must be accredited by one of the following: (1) the State Regents, (2) a regional accrediting agency (HLC for 19 states in this region), or (3) a national accrediting agency recognized by the US Department of Education. Institutions not regionally or nationally accredited must seek State Regents' accreditation to operate in Oklahoma. Out-of-state regionally or nationally accredited institutions can also become coordinated with the State System by submitting an official request from the institution's president to the Chancellor. (See attached authorization/recognition process).

Institutions operating in Oklahoma must notify the Chancellor immediately of changes in accreditation status and offerings/locations are reported annually. In-state institutions report enrollment and necessary information through the state's Unitized Data System (UDS). Coordinated out-of-state institutions report through forms provided by the State Regents' office.

2. *How is transfer credit applied?*
Credits earned from an institution accredited by a regional accrediting agency or the State Regents will be accepted for transfer at face value into like programs. Credits earned from an institution accredited by a national accrediting agency are subject to review and transfer on a course-by-course basis.

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 *Electronic Media* policy.

4. *Where is closed school information located?*
See attached document, page 28.

Approval and Revisions

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

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.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Oklahoma City, Oklahoma

<u>Institutional Accreditation Authorization/Recognition Process</u>

Institutions that seek authorization and recognition to operate in Oklahoma must have accreditation status that details what the institution is authorized to offer as approved by one of the following three agencies:

1. A regional accrediting agency;
2. A national accrediting agency authorized to approve degree programs by the U.S. Department of Education for Title IV purposes; and
3. Accreditation status with the Oklahoma State Regents for Higher Education (see attached policy).

If an institution is approved to offer degree programs by a regional or national accrediting body, that institution must seek authorization from the Oklahoma State Regents for Higher Education. The process for authorization by the State Regents is outlined below:

1. The institution's president or director must write a formal request to offer program(s) to:

   Dr. Glen D. Johnson, Chancellor
   Oklahoma State Regents for Higher Education
   P.O. Box 108850
   Oklahoma City, Oklahoma 73101-8850

2. The letter of request must include the following information and materials:
   a. A letter from the institution's accrediting agency stipulating what program(s) has/have been approved;
   b. The number of credit or clock hours that will be awarded;
   c. All student costs/fees related to the program(s)
   d. A review schedule by the accrediting agency for the programs requested (evaluation reports on the programs will be required once the report is acted upon by the agency);
   e. The start date for the program(s);
   f. The location and contact person for the Oklahoma location;
   g. Catalogs, recruiting materials, brochures, web site information, etc.; and
   h. Additional materials upon request.

Subsequent program(s) approved by the accrediting agency after initial State Regents' recognition must be submitted in the same manner. Changes in accreditation status must be reported immediately by both the accrediting agency and the institution.

Once this information is received and reviewed by the State Regents, an appropriate response will be sent to the president or director.

If you have any questions regarding the Institutional Accreditation Authorization/Recognition Process for Oklahoma, please contact:

Gina M. Wekke
Assistant Vice Chancellor for Academic Affairs
Oklahoma State Regents for Higher Education
P.O. Box 108850
Oklahoma City, Oklahoma 73101-8850
(405) 225-9142
gwekke@osrhe.edu

Adobe Acrobat
Document

Policy 3.1
Institutional
Accreditation

Oklahoma State Regents for Higher Education
Accredited Institutions Operating in Oklahoma
December 2011

US Accredited Schools Website:
http://ope.ed/gov/accreditation/Search.asp

Public Institutions (4-year)

Accredited by the Higher Learning Commission of the North Central Association of Colleges and Universities (HLC)

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. Joseph J. Ferretti
Senior Vice President and Provost

OU-Tulsa
4502 East 41st Street
Tulsa, Oklahoma 74135-2512
(918) 660-3000
President Gerard Clancy

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

OSU Center for Health Sciences
1111 West 17th Street
Tulsa, Oklahoma 74107-1898
(918) 582-1972
Dr. John Fernandes, President and Dean

East Central University
Ada, Oklahoma 74820-6899
(580) 332-8000
President John R. Hargrave

Northeastern State University
Tahlequah, Oklahoma 74464-7099
(918) 456-5511
Interim President Martin Tadlock

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
Durant, Oklahoma 74701-0609
(580) 745-2000
President Larry Minks

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 Cynthia S. Ross

Langston University
Post Office Box 907
Langston, Oklahoma 73050-0907
(405) 466-2231
Acting President Henry Ponder

Oklahoma Panhandle State University
Post Office Box 430
Goodwell, Oklahoma 73939-9728
(580) 349-2611
President David A. Bryant

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

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 Brandon Webb

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

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

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

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

Northern Oklahoma College
1220 East Grand
Post Office Box 310
Tonkawa, Oklahoma 74653-0310
(580) 628-6200
President Cheryl Evans

Oklahoma City Community College
7777 South May Avenue
Oklahoma City, Oklahoma 73159-4444
(405) 682-1611
President Paul W. Sechrist

Oklahoma State University - Oklahoma City
900 North Portland
Oklahoma City, Oklahoma 73107-6187
(405) 947-4421
President Natalie Shirley

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

Redlands Community College
1300 South Country Club Road
El Reno, Oklahoma 73036-5304
(405) 262-2552
President Larry F. Devane

Rose State College
6420 Southeast 15 Street
Midwest City, Oklahoma 73110-2799
(405) 733-7311
President Terry Britton

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

Tulsa Community College
6111 East Skelly Drive, #200
Tulsa, Oklahoma 74135-6198
(918) 595-7000
President Thomas K. McKeon

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 Robert J. Duncan, Jr.
(918) 683-4581

Oral Roberts University
7777 South Lewis Avenue
Tulsa, Oklahoma 74171-0999
(918) 495-6161
President Mark Rutland

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

Southern Nazarene University
6729 Northwest 39 Expressway
Bethany, Oklahoma 73008-2694
(405) 789-6400
President Loren P. Gresham

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

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

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

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

Oklahoma Christian University
Post Office Box 11000
Oklahoma City, Oklahoma 73136-1100
(405) 425-5000
President Mike E. O'Neal

Phillips Theological Seminary
901 N. Mingo Road
Tulsa, Oklahoma 74116
(918) 610-8303
President William Tabbernee

Oklahoma City University
2501 North Blackwelder Avenue
Oklahoma City, Oklahoma 73106-1402
(405) 208-5000
President Robert H. Henry

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

Out-of-State Proprietary Institutions
  Accredited by the Higher Learning Commission

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

University of Phoenix, Learning Center
944 N. Owasso Expressway, Suites I and J
Owasso, Oklahoma 74055
(918) 622-4877

University of Phoenix, Learning Center
West Oklahoma City Learning Center
6304 Southwest 3rd Street
Oklahoma City, Oklahoma 73128

Out-of-State Independent Non-Profit
  Regionally Accredited

Aquinas Institute of Theology (HLC)
Archdiocesan Pastoral Center
Post Office Box 32180
Oklahoma City, Oklahoma 73123
Contact: Ms. Diane Korrie
(405) 721-4208, ext. 118

Embry-Riddle Aeronautical University
(Southern Association of Colleges and Schools)
8001 Mid-America Boulevard
Oklahoma City, Oklahoma 73135
Contact: Mr. Russ Tresner
(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
Contact: Mr. Timothy P. Herman
(734) 337-4195

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

Newman University (HLC)
Home Campus:
3100 McCormick Avenue
Wichita, Kansas 67213-2097
(316) 942-4291
Lawton, Norman, Oklahoma City Sites:
Contact: Sister Diane Koorie
(405) 721-5651
Tulsa Site:
Contact: Monica Skrzypczak
(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
Contact: Heather Kesterson
(405) 733-7301

University of Arkansas – Little Rock (HLC)
Home Campus:
2801 S. University Avenue
Little Rock, Arkansas 72204-1099
Contact: Sherry Shaw
(501) 569-3200
Tulsa Site:
Tulsa Community College
6111 East Skelly Drive, #200
Tulsa, Oklahoma 74135-6198
Contact: Sharon Limas
(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
Contact: Dr. J.M. Givens Jr.
(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.

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

Career Point College
--Accredited by ACICS
3138 South Garnett
Tulsa, Oklahoma 74146
Contact: Mr. Shawn Jenkins
Phone: 918-627-8074
Email: sjenkins@careerpointcollege.edu

Clary Sage College
--Accrediting Council for Independent
Colleges and Schools (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 Bible College
--Accredited by the Association for Biblical Higher Education (ABHE)
30 Kinville
Post Office Box 1805
Shawnee, Oklahoma 74802
(405) 273-5331

Heritage College
--Accredited by Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT)
7100 S. I-35 Service Road, Suite 7118
Oklahoma City, Oklahoma 73149
(405) 631-3399

Hillsdale Free Will Baptist College
--Accredited by TRACS
PO Box 7208
Moore, Oklahoma 73153-1208
(405) 912-9000

ITT/ESI Technical Institute
--Accredited by the Accrediting Council for
Independent Colleges and Schools (ACICS)
Tulsa Campus
8421 East 61st Street
Tulsa, Oklahoma 74145
Karen Selby
(918) 615-3900
Tulsa Temporary Location
Green Country Event Center
12000 East 31st Street
Tulsa, Oklahoma 74146
(918) 665-3995
Oklahoma City Campus
ITT Technical Institute
50 Penn Place
1900 Northwest Expressway
Oklahoma City, Oklahoma, 73113
Ralph Waldo Emerson III

Oklahoma Technical College
--Accrediting Council for Independent
Colleges and Schools (ACICS)
4444 South Sheridan
Tulsa, Oklahoma 74145
(918) 895-7500

Platt College
--Accredited by ACCSCT
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 ACCSCT
8820 East Pine Street
Post Office Box 582833
Tulsa, Oklahoma 74158-2833
(918) 836-6886
Tulsa Welding School
--Accredited by ACCSCT
2545 East 11th Street
Tulsa, Oklahoma 74104
(918) 587-6789

Vatterott College
--Accredited by ACCSCT
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

Wright Career College
--Accredited by ACICS
Oklahoma City Campus
2219 West I-240 Service Road, Suite 124
Oklahoma City, Oklahoma 73159
Ms. Carol Scott, Director
(405) 681-2300
Tulsa Campus
4908 South Sheridan
Tulsa, Oklahoma 74145
Ms. Cindy Edwards, Acting Director
(918) 628-7700

Oklahoma State Regents for Higher Education (OSRHE)
Oklahoma City

Closed Institution/School Information*

Institution/Accreditation or Licensing Information	Telephone #	Information/Transcripts
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 P.O. Box 6217 Moore, OK 73153 Information required for issuing official transcripts: ✓ 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://web.hc.edu/accs **Note**: Request usually takes at least 30 days to process.
American College Licensed by the Oklahoma Board of Private Vocational Schools (OBPVS)	(405) 528-3370	Clerical school in Lawton, OK – Closed in 1990 no records. Contact: Dennis Rea, Director, OBPVS drea@oklaosf.state.ok.us
Bryan Institute Licensed by OBPVS	(785) 296-4917	Some records are available Jacqueline Johnson, Director of Private Postsecondary Education Kansas Board of Regents 1000 SW Jackson Street, Suite 520 Topeka, KS 66612-1368 Fax: (785) 296-4526 panderson@ksbor.org www.kansasregents.org
City College	(405) 912-3260	Platt College in Moore
DeMarge College Licensed by OBPVS		Records are unavailable
Draughn School of Business Licensed by OBPVS	(405) 528-3370	Student transcripts are unavailable.

Institution/Accreditation or Licensing Information	Telephone #	Information/Transcripts
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 and closed in February 1992	(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.
Metropolitan College OKC & Tulsa – Closed 7/12/06	(918) 678-4232	Wyandotte Collegiate Systems, Inc. Jenny Weber 305 North Main Post Office Box 414 Wyandotte, Oklahoma 74370 Transcripts for Metropolitan College can also be requested by going to www.transcriptrequest.net
Oklahoma City Southwestern College (now Southwestern Christian University) HLC Accredited Also known as South Oklahoma City College, Southwestern Junior College, and Southwestern College	405-789-7661 x3423	Former location was 4700 NW 10th St., OKC Theresa Thornton @ Southwestern Christian University P.O. Box 340 Bethany, OK 73008

Institution/Accreditation or Licensing Information	Telephone #	Information/Transcripts
Oklahoma Junior College OJC OKC 6/87 – 10/95 Tulsa 7/84 – 7/1/93 Accredited by the OSRHE Also known as Oklahoma Junior College of Business and Technology	(405) 325-2012	Send a request and a check for $7.50 (per transcript) to: University of Oklahoma Academic Records Office 1000 Asp Ave., Room 127 Norman, OK 73029-0390 Information required for issuing official transcripts: ✓ 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. Fax request 405-325-7047 and delivery is available for **$10 service charge.** Copies of documents will be faxed providing the student furnishes the following information (in addition to the above): ✓ Type of credit card, complete card number, expiration date, verification number ✓ Cardholder name, billing address, signature ✓ Fax number and contact person Website: http://www.ou.edu/recordsandtranscripts/home/transcripts/junior_college.html
Oklahoma Missionary Baptist College Marlow, Oklahoma Accredited by the OSRHE from June 75 to Fall 93	(405) 769-3566	Mr. Cliff Candler, OMBS 1495 S. Henney Road Choctaw, OK 73020-7122
Phillips University (Enid) Accredited by the HLC from 1919 to 1989	(918) 610-8303 Fax - (918) 610-8404 or (918) 270-6411	Send Transcript Request to: Phillips Theological Seminary PU Student Records 901 N. Mingo Road Tulsa OK 74116 www.ptstulsa.edu
American Christian College (ACC) Tulsa, Oklahoma	(719) 685-9103	Summit Ministries Post Office Box 207 Manitou Springs, CA 80829 www.summit.org

*Note: 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 Ms. Gina M. Wekke, Assistant Vice Chancellor for Academic Affairs – email: gwekke@osrhe.edu or (405) 225-9142.

<center>**3.2 Functions of Public Institutions**</center>

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.

Related Policies

3.3 Function of Research in the State System
3.25 Professional Programs
3.26 Ardmore Higher Education Program

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

3.4.7 Program Request Procedures

The following procedures will be followed by the submitting institution and the State Regents for the consideration of a new academic program:

A. Academic Plan

   Demonstrate consistency with the institution's academic plan.

B. Letter of Intent

   Institutional president must submit a "letter of intent" to initiate a new program to the Chancellor. The Chancellor will then inform the other institutional presidents of this request and provide the opportunity for comment, questions and protests, as well as requests for copies of the proposals when received. 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 institution's program request must be received during the one year time period following the receipt of the intent letter, or a new "letter of intent" must be initiated.

C. 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 days from the date the copy is sent to provide comment, submit questions, or protest the proposed program.

D. 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 nine criteria for evaluation detailed in this policy with supporting data provided as appropriate.

E. Governing Board Approval

    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.

F. State System Staff Review of the Program Request

    The process for State System staff review is outlined in the Academic Affairs Procedures Handbook.

    Following, the Chancellor will submit a recommendation to the State Regents. 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 provisionally approved 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.

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 certificates less than one semester that are transcripted, is State Regents' approval needed?*
   If the certificate is an academic credential that is to be transcripted, 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.

Approval and Revisions

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

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.

Related Policies

3.2 Functions of Public Institutions
3.5 Intensive English Program Approval and Review
3.6 Cooperative Agreements 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.

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.

2. 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 appeals process will be directed by the Procedures for Denial, Revocation, or Nonrenewal in Accreditation, of the State Regents' *Institutional Accreditation* policy with detailed procedures in the Academic Affairs Procedures Handbook. 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.

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. Strengthened the record keeping requirement to include immigration documentation if applicable, personnel data and student performance in the program.

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. 05-27-2011

CENTER	DIRECTOR	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. Julie Blevins, Director of New Center Development & District Director of ELS jblevins@els.edu Mr. Nelson Einwaechter, Academic Director neinwaechter@els.edu	June 30, 2016
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, 2016
University Language Institute (ULI) 2448 E. 81st Street, Suite 1400 Tulsa, Oklahoma 74137 Phone: (918) 493-8086	Dr. Mike Schlittler, Director Ms. Amy Bell uli@uli.net ardismike@juno.com	September 30, 2013
English Language Center (ELC) - Edmond Post Office Box 1866 Edmond, Oklahoma 73083 Phone: (405) 348-7602 Fax: (405) 348-8291	Ms. Luemma Stewart luemma@elcok.com	June 30, 2013
English Language Institute (ELI) Oklahoma State University 307 Wes Watkins Center Stillwater, Oklahoma 74078-8087 Phone: (405) 744-7519 Fax: (405) 744-7520	Ms. Kay Keys keys@okstate.edu	June 30, 2012
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 DeLuca Donna.d@ou.edu	June 30, 2013

CENTER	DIRECTOR	APPROVAL ENDING DATE
The Language Company-Shawnee* St. Gregory's University 1900 West MacArthur Street Shawnee, Oklahoma 74804 Phone: (405) 273-8229 Fax: (405) 273-8445 *name change 6/24/2010	Ms. Sandra Bradley tlcshawnee@thelanguagecompany.com	June 30, 2013
Language Center/ESL Program Tulsa Community College 6111 East Skelly Drive, #609 Tulsa, Oklahoma 74135 (918) 595-7851	Mr. Daniel Chaboya, ESL Director DChaboya@tulsacc.edu 918-595-7544 Northeast Campus 3727 E. Apache Tulsa, Oklahoma 74115	February 12, 2014
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 *Closing December 2011	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 Ms. Robbie Scott Center Director Edmond Language Institute University of Central Oklahoma 100 N. University Drive P.M.B. 341881 Edmond, Oklahoma 73034 (405) 341-2125 phone (405) 341-1165 fax edmonddirector@thelanguagecompany.com	June 30, 2014
The Language Company-Tahlequah* Northeastern State University 622 North Lewis Tahlequah, Oklahoma 74464 Tel: (918) 456-5511 X 4730 Fax: (918) 458-9624 *Name change 6/24/2010	Ms. Sarah Bryant, Director Email: tlctahlequah@nsuok.edu *Name change notification Aug. 15, 2008	September 30, 2012

CENTER	DIRECTOR	APPROVAL ENDING DATE
ECI: Education and Cultural Interactions, Inc.* Academic and Cultural Exchange(ACE) 3000 United Founders Boulevard, Suite 247 Oklahoma City, Oklahoma 73112 Tel. : 405-810-8314 Toll-Free: 1-888-446-5437 Fax: 405-810-8714 E-mail.: eci@ionet.net oaceska_eci@ionet.net Web sites: www.eciprograms.com www.ace-programs.com *Address change March 2010	Ms. Olga Aceska President, CEO Ms. Sarah Caldwell Director Esl.eci@ionet.net	February 12, 2012

Oklahoma State Regents Staff:	
Dr. Debbie Blanke Associate Vice Chancellor for Academic Affairs 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma 73104 Phone: (405) 225-9145 Fax: (405) 225-9230 Email: dblanke@osrhe.edu Mailing Address: PO Box 108850 Oklahoma City, OK 73101-8850	**Ms. Stephanie Beauchamp** Director of Academic Programs 655 Research Parkway, Suite 200 Oklahoma City, Oklahoma 73104 Phone: (405) 225-9399 Fax: (405) 225-9230 Email: sbeauchamp@osrhe.edu Mailing Address: PO Box 108850 Oklahoma City, OK 73101-8850

3.6 Cooperative Alliances Between Higher Education Institutions and Technology Center

Purpose of Policy

3.6.1

The purpose of Cooperative Alliances is to expand student access to Oklahoma's educational opportunities with resource-sharing partnerships between institutions of the State System and CareerTech technology centers for the benefit of Oklahoma citizens, business, industry, and students. Cooperative Alliances are student-centered partnerships organized to encourage and facilitate progress toward college graduation and designed to ensure that students obtain the technical and academic skills that will allow them to succeed in today's dynamic knowledge-based, technology-driven global economy.

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

Policy Procedures

3.6.5 Procedures

An Oklahoma State System institution seeking approval for a CAP with a technology center upon approval by the governing board shall have the president submit the CAP 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 cooperative agreement program 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

As part of the State Regents' Cooperative Alliance Project, 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 a CAP defined as a Cooperative Alliance Project-identified Associate of Applied Science degree program/s and not students enrolled in unrelated technology programs.

Eleventh or twelfth grade students enrolled in an accredited high school or a student who are at least 16 years of age and receiving high-school-level instruction at home or from an unaccredited high school 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.

2010-2011 Admission Standards for Concurrent Enrollment of High School Students in Technology Programs:			
	Option 1 **ACT**	**Option 2** **ACT PLAN**	**Option 3** **High School GPA**
Regional Universities	19	15	2.5
Community colleges	19	15	2.5

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 Cooperative Alliance?*
   Cooperative Alliance is an agreement between one or more institutions in the Oklahoma State System for Higher Education and one technology center as a joint vision of a collaborative partnership designed to benefit students and enhance the technical workforce in that part of Oklahoma.

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 CAPs 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 cooperative alliance agreement.

6. *Is the coursework transcripted semester by semester?*
   Yes, each cooperative alliance agreement is 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. *What is the duration of an approved cooperative agreement?*
   There is no limitation specified in the policy. The cooperating institutions may choose to set a time period in the cooperative agreement proposal; none is required.

8. *Can high school seniors who are enrolled in career technology courses for college credit receive a tuition waiver?*
   No, the tuition waiver is only for high school seniors who are attending a State System institution.

9. *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.

Approval and Revisions

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

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.

Related Policies

3.1 Institutional Accreditation
3.4 Academic Program Approval

3.7 Academic Program Review

NOTE: New policy approved June 23, 2011. Procedures will be updated in the fall. If you have questions, please contact Dr. Debbie Blanke at (405) 225-9145.

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

3.7.6 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 ~~home~~ 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.

Approval and Revisions

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

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:

D.   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.

E.   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. 2011-2012 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 (*must have completed Geometry and Algebra II)*, calculus, Advanced Placement Statistics (NOTE: Applied math courses, statistics/probability, 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' *Assessment* policy for more information.

3.9.4 Admission of First-Time Freshmen: Performance Requirements

A. 2011-2012 Minimum High School Performance Criteria for First-Time-Entering Students

	Option 1 **Minimum ACT/ SAT**	**Option 2** **Minimum GPA and** **Class Rank**	**Option 3** **Minimum GPA**[1] **in the** **15-Unit Core**
University of Oklahoma	Resident: 24/1090 **AND** 3.0 GPA or top 50%[2]	Resident: 3.0 GPA **AND** top 25%[2]	Resident: 3.0 GPA **AND** ACT 22 or SAT 1020[2]
	Nonresident: 26/1170 **AND** 3.0 GPA or top 50%[2,3]	Nonresident: 3.5 GPA **AND** top 25%[3]	Nonresident: 3.0 GPA **AND** ACT 22 or SAT 1020[4]
Oklahoma State University	24/1090	3.0 GPA **AND** top 33%	3.0 GPA **AND** ACT 21 or SAT 980
	Option 4 **ACT/SAT or High School GPA plus Cognitive Factors and Non-Cognitive Factors**[5]		
	• Students who score between current OSU admission standards and the minimum State Regents' standards (22 ACT/1020 SAT 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	24/1090 **AND** 3.0 GPA or top 50%	3.0 GPA **AND** top 25%	3.0 GPA **AND** ACT 22 or SAT 1020
Regional Universities	20/940	2.7 GPA **AND** top 50%	2.7 GPA
Community Colleges	No minimum required		

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1 Additional weighting (1.0) will be added to GPAs of students who take Advanced Placement and higher-level International Baccalaureate courses.

2 Students meeting the following requirements under each admission option will be placed on a waiting list and evaluated according to stated policy: Option 1-- students with the required ACT score but less than a 3.0 GPA and lower than the top 50 percent of the high school class; Option 2--students in the top 26-30 percent of their high school class with at least a 3.0 GPA; and Option 3--all students.

3 Nonresident students not meeting these standards but otherwise meeting admission standards for resident students may be placed on a waiting list and evaluated according to stated policy.

4 Nonresident students meeting standards in this category will be placed on a waiting list and evaluated according to stated policy.

5 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.

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

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 on the TOEFL or score 5.0 or higher on the IELTS examination.	
TOEFL Test	**Minimum Score**
Internet-Based	61
Computer-Based	173
Paper-Based	500

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.

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.

Current IEP Minimum TOEFL Scores	
TOEFL Test	**Minimum Score**
Internet-Based	48
Computer-Based	140
Paper-Based	460
IELTS Test	4.5

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.

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' *Remediation and Removal of High School Curricular Deficiencies* 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.

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 99th Percentile Scores	
ACT: 32	SAT: 1410

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

    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

High school students wishing to enroll concurrently in college courses must meet the admission standards detailed below and the ACT assessment requirements in the State Regents' *Assessment* policy. The ACT standard is based on Oklahoma norms and the SAT standard is based on national

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

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

2. Curricular Requirements

    The completion of the high school curricular requirements set forth in section 3.9.3 of this policy shall not be required of concurrently enrolled high school students for purposes of admission. However, students may only enroll in curricular areas where they have met the ACT assessment requirements for college placement as stated in the State Regents' *Assessment* policy. A high school student not meeting the designated score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English.) Secondary institutional assessments and remediation are not allowed for concurrent high school students. Concurrently admitted high school students will not be allowed to enroll in any remedial/developmental courses offered by colleges and universities designed to remove high school curricular or basic academic skills deficiencies.

Minimum ACT Subject Score			
English	**Reading**	**Mathematics**	**Science Reasoning**
19	19	19	19

3. Continuing Enrollment

    High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college CGPA of 2.0 or above on a 4.0 scale. Following high school graduation, a student who has been concurrently enrolled as a high school student may be admitted to the original institution of concurrent enrollment or another institution in the State System if the student meets the entrance requirements of the receiving institution, including the high school curriculum requirements, and subject to the State Regents' retention standards.

4. Permission

    All students must have a signed statement from the high school principal stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the Spring of the senior year. Students must also

provide a letter of recommendation from their counselor and written permission from their parents or legal guardian.

5.   Collegiate Experience

Concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience. The collegiate experience is evidenced by the rigor of the course, the qualifications of the personnel delivering the course, and the student's readiness for college.
Note: A collegiate experience is fully outlined at http://okhighered.org/state-system/policy-procedures/part3.shtml.

6. 2011-2012 Admission Requirements for Concurrent Enrollment of High School Juniors and Seniors

	Option 1 Minimum ACT/SAT	Option 2 Minimum GPA and Class Rank
HIGH SCHOOL SENIORS		
University of Oklahoma	24/1090 **AND** 3.0 GPA or top 50%	3.0 **AND** top 30%
Oklahoma State University	24/1090	3.0 **AND** top 33%
University of Science and Arts of Oklahoma	24/1090 **AND** 3.0 GPA or top 50%	3.0 **AND** top 25%
Regional Universities	20/940	3.0 **AND** top 50%
Community Colleges	19/900	3.0
HIGH SCHOOL JUNIORS		
University of Oklahoma	25/1130	3.5
Oklahoma State University	25/1130	3.5
University of Science and Arts of Oklahoma	24/1090	3.5
Regional Universities	23/1050	3.5
Community Colleges	21/980	3.5

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 by 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 3.10.10.A.1, 3.10.10.A.2 or 3.10.10.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.

ACT and the College Board have completed a concordance study that is designed to examine the relationship between two scores on the ACT and SAT. This concordance table does not equate scores, but rather provide a tool for finding comparable scores.

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., June 2008

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. *Are high school students allowed to audit courses?*
   No, the State Regents' concurrent enrollment section of the *Institutional Admission and Retention* policy provides separate admission standards and requirements for high school students so that they can earn college credit under very specific conditions and the protective eye of select professionals and parents. The policy states that "concurrent enrollment must include opportunities for high school students to achieve college credit through a collegiate experience." Additionally, the policy specifies that concurrent students can continue taking courses if they achieve at least a 2.0 GPA. Since auditing

a course does not provide college credit nor a grade for the student, allowing high school students to audit courses would go against the spirit of the policy. It is the general consensus of State Regents' staff that auditing would not benefit a concurrent student.

4. *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.

5. *Is there a policy that specifically prevents felons from enrolling at institutions?*
   No, the State Regents' policy *Non-Academic Criteria for Admission* 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.

6. *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.

7. *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.

8. *Can high school students concurrently enroll in more than a combined 19 semester-credit-hours?*
   No, the State Regents' Concurrent Enrollment policy states that "A high school student 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."

9. *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.

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; and June 29, 2006.

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.

Related Policies

3.5 Intensive English Program Approval and Review
3.10 Undergraduate Transfer and Articulation
3.14 Undergraduate Degree Requirements
3.21 Teacher Education
3.25 Professional Program

3.10 Undergraduate Transfer and Articulation

Purpose of Policy

3.10.1

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 ensure maximum transfer of credit hours and course work for students.

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

3.10.3   Admission of Transfer Students

A. Admission by Transfer within the 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 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 nonresident applicant must be in good standing in the institution from which the applicant plans to transfer.

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

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

    a. Each nonresident undergraduate applicant must meet the conditions of 1.a and 1.b above.

    b. Each nonresident undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by making satisfactory progress (an average of "C" or better) for at least one semester.

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.

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/student-center/transfer-stdnts/. This web site includes course equivalency information resulting from the Course Equivalency Project detailed on page 76.

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://admission.ou.edu/transadm.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
OCCC	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. In late 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 meet by discipline to update curricula and establish new course equivalencies. Faculty reports are completed in November. Courses can also be added to course equivalency disciplines that have no faculty meeting in the Fall, but the additions are subject to faculty review on respective campuses before being entered into the course transfer matrices. Academic Vice Presidents update the course equivalency information twice each year in August and December. In December, the COI approves the faculty's course equivalency reports. The State Regents accept it 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. Lower-division course work cannot substitute for 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. The student will not need to repeat the content or learning competencies acquired in Smart Course 2000. But, 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

Frequently Asked Questions

1. *If a student transfers with an associate's degree with military training transcripted 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 Extrainstitutional Learning* policy, then it should transfer as transcripted at the sending institution.

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 Extrainstitutional 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.

Related Policies

3.9 Institutional Admission and Retention
3.14 Undergraduate Degree Requirements

3.11 Grading

Purpose of Policy

3.11.1

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 statement.

Policy Procedures

3.11.4   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.

3.11.5   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.

3.11.6   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.

3.11.7   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. *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.

2. *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.

3. *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.

4. *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.

5. *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.

6. *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.

7. *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.

8. *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.

9. *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.

10. *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.

11. *If a student, in three consecutive semesters, sandwiches a semester of withdrawals between two poor semesters, does the withdrawal semester 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.

12. *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.

13. *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.

14. *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.

15. *Can an institution cancel a previously awarded academic reprieve or renewal?*
No, institutions are not allowed to cancel previously awarded academic reprieves or renewals.

16. *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.

17. *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.

18. *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.

19. *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.

20. *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.

21. *Which GPA will be used in calculating various honors designations?*
   This is an institutional decision.

22. *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.

23. *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.

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.

Related Policies

3.9 Institutional Admission and Retention
3.19 Assessment
3.20 Remediation

3.12 Undergraduate Academic Course Load

Purpose of Policy

3.12.1

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.

3.12.3 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 weeks + 50% (8 wks) = 24 hours maximum

For a regular summer session of eight weeks, a maximum overload can be calculated as follows:
8 weeks + 50% (4 wks) = 12 hours maximum

For shorter sessions, the same formula can be used. For example:
4 weeks + 50% (2 wks) = 6 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

3.18 Academic Calendars

3.13 Granting of Degrees

Purpose of Policy

3.13.1

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

3.13.4   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.

3.13.5   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.

3.13.6   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.

3.13.7 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.

3.13.8 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
3.14 Undergraduate Degree Requirements

<div align="center">**3.14 Undergraduate Degree Requirements**</div>

Purpose of Policy

3.14.1

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

3.14.3   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 Extrainstitutional 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

3.14.4 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

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

3.14.5 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)	30

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

3.14.6 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.

3.14.7 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
3.11 Grading
3.15 Credit for Extrainstitutional Learning

3.15 Credit for Extrainstitutional Learning

Purpose of Policy

3.15.1

In recognition of the need to evaluate learning which has taken place outside of the formal higher education structure, the State Regents have adopted the following policy. The State System should provide a systematic and comparable means through which students might be awarded credit for extrainstitutional 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 extrainstitutional learning, and provide for uniform transfer of credit for extrainstitutional learning among institutions of the system. State System institutions should develop institutional policies for evaluating extrainstitutional learning and for awarding credit consistent with this policy. These policies should include provisions for oversight and periodic evaluation to protect the integrity and credibility of this program.

Policy Procedures

3.15.3 Policy and Procedures

A. Students eligible to receive credit for extrainstitutional learning must be enrolled or eligible to re-enroll at the awarding institution.

B. Advanced standing credit for extrainstitutional learning awarded to a student must be validated by successful completion of 12 or more semester hours at the awarding institution before being placed on the student's official transcript. An institutional policy exception to this provision must be requested by the institution and approved by the State Regents.

C. State System institutions awarding credit for extrainstitutional learning must validate credit on a course-by-course basis. The following publications and methods are acceptable for validating extrainstitutional learning for awarding credit:

1. American Council on Education (ACE) Guide to Evaluation of Educational Experiences in the Armed Forces, National Guide to Educational Credit for Training Programs, and Guide to Educational Credit by Examination, as well as credit transcripted by ACE on the Army/ACE Registry Transcript System (AARTS) and the Sailor/Marine ACE Registry Transcript (SMART), and other publications as recommended by ACE.

2. New York Regents' College Credit Recommendations: The Directory of the National Program on Noncollegiate Sponsored Instruction (PONSI).

3. The College Board Advanced Placement (AP) Program.

4. Degree-relevant extrainstitutional learning credit awarded and transcripted by other accredited institutions.

5. Individual portfolios using Council for Adult and Experiential Learning (CAEL) or other standardized guidelines.

6. Higher Level courses in the International Baccalaureate Organization Diploma Program.

7. Institutionally prepared examinations.

D. Neither the ACT nor the SAT shall be utilized by State System institutions for awarding credit.

E. Credit awarded for extrainstitutional learning may be applied to a degree program subject to meeting the requirements of the institution conferring the degree.

F. Credit awards for extrainstitutional learning (number of semester hours and level) shall not exceed the recommendations of ACE.

G. Examination scores, used to validate extrainstitutional 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. Cutoff scores for locally constructed and locally administered advanced standing examinations shall be established by means of standard setting examinations.

H. Institutional validation procedures should be objective to the extent that external evaluators would reach the same conclusion given the material reviewed.

I. Institutions may award credit for extrainstitutional learning only in those courses or program areas for which they are approved to offer by the State Regents. Institutions shall assign their own course title and number to the credit awarded. The neutral grades of pass (P) or satisfactory (S) will be utilized to designate credit awarded for extrainstitutional learning. Conventional letter grades shall not be used. All credit entries for extrainstitutional learning shall be appropriately identified on the transcript.

J. Costs to students for establishment of credit should be comparable throughout the State System, and should reflect as closely as possibly the actual costs for institutional administration of the program. Institutional charges for evaluating extrainstitutional 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 extrainstitutional 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.

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

3.15.4 Compliance with Policy

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

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

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 extrainstitutional 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 with military training transcripted 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 Extrainstitutional Learning* policy, then it should transfer as transcripted at the sending institution.

Approval and Revisions

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

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.

Related Policies

3.14 Undergraduate Degree Requirements

3.16 Electronically Delivered and Traditional Off-Campus Courses and Programs

Purpose of Policy

3.16.1

The purpose of the *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy is to establish standards and procedures for offering electronic media and traditional off-campus courses and programs and for the operation of designated learning sites. The policy builds on the programmatic strengths and the existing capabilities of the State System institutions respectively. Institutions are responsible for ascertaining and aggressively 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 course expertise of sister institutions. The electronic delivery of 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 system wide cooperation and collaboration.

Policy Procedures

3.16.4 Program and Course Principles and Procedures

The principles and procedures in this section apply to electronically delivered 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 electronic media 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. College and university requests for new online or traditional off-campus educational programs will 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 will be submitted as specified in 3.16.10 and 3.16.11.

C. Electronic Programs in Other Formats. Existing courses and programs offered through electronic delivery formats that do not meet the requirements outlined in 3.16.10 do not require program approval. However, courses offered through these methodologies remain within the jurisdiction of this policy and must meet 3.16.5 requirements.

D. Traditional Off-Campus. The principles outlined below apply to section 3.16.12.

  1. Courses and programs authorized for offering on campus at State System colleges and universities will form the basis for traditional off-campus offerings at State System colleges and universities. Colleges and universities may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.

  2. A college or university may offer approved on-campus courses outside its geographic service area without separate approval by the State Regents providing that a college or university off-campus agreement exists with the college or university closer to the class site and is on file at the State

Regents' office. Courses outside a college's or university's geographic service area shall be for a specified time period.

3.16.10 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 3.16.11).

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.

    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.

6. 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).

3.16.11 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.

3.16.12 Off-Campus Geographic Service Areas

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

The primary criterion is that each state college or university will have first priority for offering programs and courses consistent with its mission within its approved service area. However, no college or university may deliver higher education services at any site whose location is closer to another college or university than the college or university desiring to offer the service ("home rule") without having an off-campus agreement on file with the State Regents.

When geographical conflicts occur, college or university 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.

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. *How long is the Letter of Intent good for?*
   The letter of intent is viable for 12 months from the time it was received at the State Regents.

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 and April 2, 2009.

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 the Higher Learning Commission of the North Central Association (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.

Related Policies

3.1 Institutional Accreditation
3.4 Academic Program Approval
3.7 Academic Program Review
3.9 Institutional Admission and Retention
3.12 Undergraduate Academic Course Load
3.14 Undergraduate Degree Requirements

3.15 Credit for Extrainstitutional Learning
3.18 Academic Calendars

3.17 In-State/Out-of-State Status of Enrolled Students

Purpose of Policy

3.17.1

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

3.17.3 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. 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 3.17.6, 3.17.7 and 3.17.8.

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 3.17.7 or 3.17.8.

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.

3.17.4 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

2. *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.

3. *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 - 3.17.7 *Military Personnel* 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*.

4. *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 your intention to acquire domicile in Oklahoma
- Classification of the student's spouse, unless married to a person with established in-state status (see 3.17.3.F) or as provided in 3.17.7 or 3.17.8
- Vehicle registration in Oklahoma
- Acquisition of an Oklahoma's drivers license
- Payment of Oklahoma personal property taxes

5. *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 Marianna Islands (MP) are U.S. citizens, as are most persons born abroad to parents (or a parent) who are citizens.

6. *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 3.17.7 *Military Personnel* or 3.17.8 *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.

7. *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.

8. *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.

9. *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.

10. *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.

11. *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 3.17.5. 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.

12. *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?*
    According to State Regents' policy 3.17.3.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 policies 3.17.6, 3.17.7 and 3.17.8.

13. *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.

14. *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.

15. *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.

16. *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 3.17.6A-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.

17. *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.

18. *If a military 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 armed forces who provide evidence that they are full-time active duty in the armed forces and stationed in Oklahoma shall be immediately classified as in-state status along with their spouse and dependent children. Further, when members of the armed 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 military 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.

19. *How should a military 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 military dependent s/he is classified as in-state per policy 3.17.7 *Military Personnel.*

20. *Are dependent children of military personnel stationed in Oklahoma who have not established residency as per Military Personnel policy 3.17.3D and 3.17.4A eligible for a concurrent enrollment tuition waiver?*
    Yes. Policy 3.17.7 states "members of the armed forces who provide evidence that they are full-time active duty in the armed forces stationed in Oklahoma or temporarily present through military orders shall be immediately classified upon admission as in-state status along with their spouse and dependent children."

21. *What type of document will serve as evidence of full-time active duty in the armed forces?*
    Military orders or their most recent military leave and earnings statement.

22. *What is the minimum length that military personnel stationed in Oklahoma or temporarily present through military orders must reside before establishing in-state status?*
    Per *Military Personnel* policy section 3.17.7, members of the armed forces who provide evidence that they are full-time active duty in the armed forces stationed in Oklahoma or temporarily present through military orders shall be immediately classified as in-state upon admission.

23. *Will policy 3.17.7 Military Personnel, which states members of the armed forces 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.

24. *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.

25. *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.

26. *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.

27. *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.

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, 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.

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:

- *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.

- *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:

- *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).

- *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.

- *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:
    i. Those who enrolled in the 8th grade (2005-06) or 9th-grade (2006-07) are in Group A.
    ii. Those who enrolled in the 10th grade (2007-08) are in Group B.
- 2011 Oklahoma's Promise high school graduates:
    i. Those who enrolled in the 8th grade (2006-07) are in Group A.
    ii. 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:

- *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 Gina Wekke, Assistant Vice Chancellor for Academic Affairs, at gwekke@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.

3.18 Academic Calendars

Purpose of Policy

3.18.1

The *Academic Calendars* policy establishes a uniform academic calendar for the State System.

Policy Procedures

3.18.3   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.

3.18.4 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.shtml.

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, the 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

3.11 Grading
3.12 Undergraduate Academic Course Load

3.19 Assessment

Purpose of Policy

3.19.1

Accountability to the citizens of Oklahoma within a tax-supported educational system is very important. Improvement in student learning, measurable through assessment programs, is an achievable outcome and the responsibility of the State System.

Policy Procedures

3.19.3 Institutional Requirements

Each college and university shall assess individual student performance in achieving its programmatic objectives. Specifically, each institution will develop criteria, 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 basic skill competencies, program outcomes assessment to evaluate the outcomes in the student's major, and student 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 2008-09 ACT minimum subject test scores for entry-level assessment are:

Math	19
English	19
Science	19
Reading	19

Students not scoring the required ACT minimum will be required to take a secondary assessment as outlined in the institution's annual assessment plan. Students not meeting the secondary assessment are

required to enroll in remedial/developmental courses before enrolling in collegiate level courses in that subject area. Students admitted under the Special Adult Admission provision may be exempt from this requirement.

Concurrently enrolled high school students must meet the minimum ACT requirement. Secondary assessment is not allowed for concurrent students, and concurrent students may not enroll in remedial/developmental course work.

There are no subject equivalent scores for the SAT.

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 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 remedial course work?*
   In most cases an approved institutional assessment plan will identify a secondary testing procedure, but this is not mandatory. A student scoring below a 19 must be placed in remedial course work 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.

Approval and Revisions

Adopted October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996; and June 29, 2006.

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.

Related Policies

3.9 Institutional Admission and Retention
3.20 Remediation

3.20 Remediation

Purpose of Policy

3.20.1

The *Remediation* policy specifies how students who lack the 15 required high school curricular units for college admission or competency in the basic academic skills areas of English, mathematics, science, and reading may satisfy them within the State System.

Policy Procedures

3.20.4   Student Demonstration of Competencies

A. Systemwide Procedures

Student competency may be demonstrated and deficiencies removed in basic academic skills courses—science, English, and mathematics—through the use of system ACT scores in the three subject areas of science reasoning, English, and mathematics respectively. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT subject test score requirement. The system ACT sub-scores are set by the State Regents and communicated annually. Students who are successful in demonstrating competency in all deficiency areas and who meet the required institutional performance criteria may be regularly admitted and will not count against the Alternative Admission Category's enrollment limit (see the State Regents' *Institutional Admission and Retention* policy).

B. Institutional Procedures

Student competencies may be demonstrated and deficiencies removed by an entry-level, institutionally developed or adopted assessment procedure in the appropriate discipline area consistent with the institution's approved assessment plan. Such an assessment procedure/instrument must be uniformly applied, have demonstrated content validity, and be a reliable measure of student competence. Students are required to score at a level which equates to the system wide ACT score requirement for the basic skills subjects.

Institutional procedures for demonstration of student competencies and for removing curricular deficiencies do not apply to concurrently enrolled high school students. Concurrently enrolled high school students may only enroll in curricular areas where they have met the ACT assessment requirements for college placement as stated in the State Regents' *Assessment* policy. A high school student not meeting the designated ACT score in science reasoning, mathematics, and English will not be permitted enrollment in the corresponding college subject area. A student scoring below the established ACT score in reading will not be permitted enrollment in any other collegiate course (outside the subjects of science, mathematics, and English). Secondary institutional assessments and remediation are not allowed for concurrent high school students. Additionally, concurrently admitted high school students will not be allowed to enroll in any remedial/developmental courses offered by colleges and universities designed to remove high school curricular or skills deficiencies.

C. Student Remediation in Basic Academic Skills

Students with deficiencies in mathematics, English, reading, and science who fail to demonstrate adequate curricular competence through a minimum ACT subject score or institutional secondary assessment will be required to enroll in remedial/developmental courses or participate in remedial

activities designed to remedy the deficiency. Students must receive a grade equivalent to a "C" or better to remove the deficiency.

D. Student Procedures for Removal of Curricular Deficiencies in History, Citizenship Skills, and/or Elective (Additional) Courses

Students with a curricular deficiency in history or citizenship skills who present an ACT reading subject score at or above the specified level or who score at the designated level on any approved secondary institutional reading assessment instrument may be admitted as regular admission students. These students will be required to complete an additional three-hour collegiate history or citizenship skills course to make up the high school deficiency. Students with an elective deficiency may also be admitted as regular admission students as specified in the State Regents' *Institutional Admission and Retention* policy, but will be required to take an additional three-hour collegiate course in an elective subject area(s).

E. Reading Competency

To successfully complete college courses, students must be able to read at a minimum level. While high school reading courses are not specifically required, student reading competency is expected and assessed. (See the State Regents' *Assessment* policy for assessment requirements in the area of reading.)

F. Limits

Students with basic academic skills deficiencies or lacking curricular requirements must remove the basic academic skills deficiencies at the earliest possible time but within the first 24 college-level hours attempted. Students continuously enrolled in courses designed to remove deficiencies may be allowed to continue enrollment beyond the 24 hour limit. Students must also remove deficiencies in a discipline area before taking collegiate level work in that discipline. Students admitted to AAS programs must remove deficiencies prior to taking collegiate level work in that discipline.

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

Frequently Asked Questions

1. *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.

2. *Does State Regents' policy require adult student admits to be remediated or can they be exempted?*
   State Regents' policy permits greater institutional flexibility in determining if adults should be remediated. Adult students must demonstrate proficiency in curricular areas to the satisfaction of the admitting institution (see Adult Admission in the State Regents' *Institutional Admission and Retention* policy). The *Assessment* policy notes that "students admitted under the Special Adult Admission provision may be exempt" from the specific ACT subscore requirements.

3. *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 remedial course work?*
    In most cases an approved institutional assessment plan will identify a secondary testing procedure, but this is not mandatory. A student scoring below a 19 must be placed in remedial course work if no other evidence of proficiency is provided (such as secondary testing).

4. *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.

5. *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.

6. *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.

7. *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.

8. *Can GED subtest scores be utilized to remediate curricular requirements?*
    No, GED subtest scores may not be utilized to remediate curricular requirements.

9. *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.

10. *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.

Approval and Revisions

Adopted November 15, 1991. Revised August 16, 1994; June 28, 1995; June 28, 1996; and June 29, 2006.

The August 16, 1994 revisions included allowing exceptions by the president or the president's designee to the 24 hour limit and updating the language to correspond with revisions to the State Regents' *Assessment* policy.

The June 28, 1995 revisions included defining the procedures for removing a history curricular deficiency.

The June 28, 1996 revisions included disallowing institutional secondary assessment for concurrently enrolled high school students.

The June 29, 2006 revisions included reorganizing the policy, updating the language referring to the four guided electives, and updating the language to reflect the required 15 high school units.

Related Policies

3.9 Institutional Admission and Retention
3.19 Assessment

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 PPST.

   The PPST will be administered to students who have completed at least 30 semester hours of credit. Students who score below the designated level on any section(s) of the PPST 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 Commission for Teacher Preparation 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 PPST 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 PPST and the OGET assess these disciplines. Therefore, it is recommended that students desiring entry into teacher education programs pass the general education courses listed below prior to taking the PPST or the OGET:

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 PPST 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 PPST is available in two delivery formats: paper/pencil and computer-based and is administered to students who have completed at least 30 semester hours of credit.

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

Teacher Education Warranty

In May 2000, Oklahoma higher education issued an institutional warranty on the state's teacher education graduates, guaranteeing these individuals will meet the state's 15 teaching competencies designed to improve student-learning opportunities. Approved by all 12 presidents of institutions with teacher preparation programs, the warranty is a confident measure taken by Oklahoma's teacher education programs demonstrating that their education standards, assessment programs and pre-service training result in quality teachers.

The warranty is limited to candidates entering a college of education in or after Fall 2000 and who teach in Oklahoma after graduation. Any initial year teacher education graduate teaching in his/her field and at the appropriate grade level in Oklahoma who does not meet the requirements for standard certification during the initial residency year in any of the 15 competencies will receive additional training at no expense to the student or the employer during his/her second year. The additional training will consist of an individualized plan agreed upon by the teacher, the school district and the teacher education institution.

Oklahoma public universities offering the teacher education warranty include: Cameron University; East Central University; Langston University; Northeastern State University; Northwestern Oklahoma State University; Oklahoma Panhandle State University; Oklahoma State University; Southeastern Oklahoma State University; Southwestern Oklahoma State University; The University of Central Oklahoma; The University of Oklahoma; and The University of Science and Arts of Oklahoma.

To view a complete version of the warranty, visit http://www.okhighered.org/teacher-warranty/.

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.

Related Policies

3.9 Institutional Admission and Retention
3.14 Undergraduate Degree Requirements
3.22 Teacher Professional Development Residency Program
3.23 Minority Teacher Recruitment Center
3.25 Professional Programs

3.22 Teacher Professional Development Residency Program

Purpose of Policy

3.22.1

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

Authority

The provisions of State Statutes 70 O.S. §6-180 to §6-203 call for the development, implementation, and administration of a new teacher preparation system in Oklahoma. Except as otherwise provided in the Oklahoma Teacher Preparation Act, Oklahoma law stipulates that no person shall be certified to teach in the accredited schools of this state unless such person has completed at least one school year of teaching service as a resident teacher in the residency program as provided in the Oklahoma Teacher Preparation Act, has been recommended for certification by the appointed residency committee, and has successfully completed the curriculum examination as prescribed by the State Board of Education prior to July 1, 1997, and the competency examination as prescribed by the Oklahoma Commission for Teacher Preparation beginning July 1, 1997.

Policy Procedures

3.22.2 Residency Committees

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

A. A mentor teacher

B. A principal or assistant principal designated by the local board

C. A teacher educator from a college or university in Oklahoma

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

3.22.3 Administration

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

A. Each public and independent college or university in Oklahoma offering approved programs of teacher education is eligible to participate in the Residency Program. The State Regents will reimburse institutions for committees served as follows:

1. Institutions in the State System shall be reimbursed on a pro rata basis according to the number of committees served and actual miles traveled in the service of residency committees in the previous academic year. The reimbursement shall be incorporated in the institution's Education and General Operating Budget.

2. Independent institutions in Oklahoma shall be reimbursed on a pro rata basis according to the number of committees served and actual miles traveled in the service of residency committees in the previous academic year. The State Regents shall contract with the independent institutions for an annual reimbursement.

B. Participating institutions shall be expected to implement the Residency Program in accordance with policies and procedures established by the State Regents, the rules and regulations adopted by the State Board of Education, the Oklahoma Commission for Teacher Preparation, and the local boards of education.

C. Institutions should be prepared to certify the number of committees served, the number of trips made, and the number of miles traveled in the service of Residency Committees.

D. Institutions will be asked to provide data and other information to the State Regents for reporting to the State Department of Education and to the Oklahoma Legislature.

Approval and Revisions

Adopted July 28, 1982. Revised January 26, 1996 and June 29, 2006.

The January 26, 1996 revisions included changes to reflect statutory amendments and the creation of the Oklahoma Teacher Preparation Act.

The June 29, 2006 revisions moved the legislative references to this handbook.

Related Policies

3.21 Teacher Education

3.23 Oklahoma Teacher Connection

Purpose of Policy

3.23.1

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

3.23.2   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, the OTC offers a variety of programs and services. Parties interested in the programs and services can obtain additional information by contacting the OTC at the State Regents for Higher Education office.

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.

3.24 Instructors' English Proficiency

Purpose of Policy

3.24.1

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

3.24.4   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.

3.24.5   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.

3.25 Professional Programs

 [NOTE: Admission Standards for the Professional Programs will be updated as needed, pending State Regents' approval]

Purpose of Policy

3.25.1

The *Professional Programs* policy includes specific program requirements for admission, curriculum, retention, graduation, and other standards of those programs which require State Regents' oversight.

3.25.3 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
3.0	7.0	15%

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 with 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
- Genetics, Cellular Biology 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 writing intensive course should include instructional objectives and graded assignments that are designed to enhance college – level writing skills).

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.

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 -- 8-10 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):

    - Human Anatomy or Comparative Anatomy
    - Biochemistry
    - Microbiology or Molecular Biology
    - Histology
    - Embryology

3.25.6 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.

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. Submit competitive scores from the Dental Admission Test (DAT).

E. Present acceptable recommendations from 1) pre-professional advisory committee or two science instructors and 2) a practicing dentist.

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 – 8 semester hours
    - Inorganic chemistry with laboratory – 8 semester hours
    - Organic chemistry with laboratory – 8 semester hours
    - Physics with laboratory – 8 semester hours
    - Biochemistry with or without laboratory - 3- 4 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.

3.25.7 Admission Standards for the OU Doctor of Pharmacy Program

Admission to the OU Doctor of Pharmacy program requires a minimum of two years of pre-professional university study and completion of approximately 80 semester hours of approved prerequisite courses. Full admission requirements and application procedures can be found on the University of Oklahoma's College of Pharmacy website.

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:

- English Composition – 6 hours
- US History – 3 hours
- US Government – 3 hours
- Social/Behavioral Sciences – 3 hours
- Speech – 3 hours
- Business Elective – 3 hours
- Understanding Artistic Forms – 3 hours
- Western Civilization or Culture – 3 hours
- Non-Western Civilization or Culture – 3 hours
- Foreign Language – 6 hours
- Calculus – 3 hours
- General Physics – 3 hours
- General Chemistry with Lab – 8 hours
- Organic Chemistry with Lab – 8 hours
- Biochemistry with Lab* - 3 hours
- Zoology (or General Biology I and II) – 4 - 8 hours
- Microbiology with Lab – 4 hours
- Human Physiology – 3 hours
- Human Anatomy – 3 hours
- Advanced Biology/Life Sciences Courses – 6 hours (2 Courses)

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.

3.25.8 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 NSUCO.

3.25.9 OSU College of Veterinary Medicine

B. Admission Standards

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

3.25.10 OU College of Law Admission Standards

A. Admission

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.

3.25.11 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.

3.25.12 Program Standards for Nurse Education

A. Associate Degree Nursing Programs

    2. 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

    2. 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.

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.

Related Policies

3.2 Functions of Public Institutions
3.9 Institutional Admission and Retention
3.21 Teacher Education

3.26 Ardmore Higher Education Program

Purpose of Policy

3.26.1

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 1992.

Policy Procedures

3.26.4   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 AHEP.

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 AHEP.

G. Requests for off-campus courses or programs in the Ardmore area will be coordinated with the AHEP 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.

Related Policies

3.1 Institutional Accreditation
3.4 Academic Program Approval
3.7 Academic Program Review

Oklahoma State Regents for Higher Education
NEW PROGRAM REQUEST FORM

_____
Institution Submitting Proposal

_____
Degree Designation as on Diploma (Level II)

_____
Formal Degree Abbreviation (Level I)

in

_____
Title of Proposed Degree Program (Level III)

With options (Level IV) in:

_____
_____
_____
_____

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

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. (State Regent Policy 3.4.6.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 Regent Policy 3.4.6.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 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 degree program core: _____
Number of hours in option: _____
Number of hours in guided electives: _____
Number of hours in general electives: _____

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 Regent Policy 3.4.6.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 Regent Policy 3.4.6.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 Regent Policy 3.4.6.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 Regent Policy 3.4.6.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, should be adequate to expect a reasonable level of productivity. (State Regent Policy 3.4.6.F)

2. Employer Demand: Clearly describe all evidence of sufficient employer demand, normally in the form of <u>anticipated openings in an appropriate service area</u> in relation to existing production of graduates for that area should be provided. 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.

(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.

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 2003 and graduate a minimum of 35 students in 2003-04.)

Program Approval for Online Delivery

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 Regent Policy 3.16)

Note: If your institution is also requesting to offer the proposed program via electronic delivery you must also fill-out the New Program Delivered Electronically Request Form located in the State Regents' Procedure Handbook Forms and Reference Information section.

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 Regent Policy 3.4.6.H)

Provide specific evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

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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 Regent Policy 3.4.6.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.

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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.

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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.

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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				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources					
Narrative/Explanation:					
Total Resources Available from Other Non-State Sources					
Narrative/Explanation:					
Existing State Resources					
Narrative/Explanation:					
Resources Available through Internal Allocation and reallocation*					
Narrative/Explanation:					
Student Tuition					
Narrative/Explanation and Calculations:					
TOTAL					

B. Breakdown of Budget Expenses/Requirements	Year of Program				
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Administrative/Other Professional Staff					
Narrative/Explanation:					
Faculty					
Narrative/Explanation:					
Graduate Assistants					
Narrative/Explanation:					
Student Employees					
Equipment and Instructional Materials					
Narrative/Explanation:					
Library					

Narrative/Explanation:

Contractual Services

Narrative/Explanation:

Other Support Services

Narrative/Explanation:

Commodities

Narrative/Explanation:

Printing

Narrative/Explanation:

Telecommunications

Narrative/Explanation:

Travel

Narrative/Explanation:

Awards and Grants

Narrative/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 Regent Policy 3.4.6.J)

NEW PROGRAM DELIVERED ELECTRONICALLY
REQUEST FORM

_____
Institution Submitting Proposal

_____
Degree Designation as on Diploma (Level II)

_____
Formal Degree Abbreviation (Level I)

in

_____
Title of Proposed Degree Program (Level III)

With options (Level IV) in:

_____
_____
_____
_____

CIP Code   _____
Suggested Instructional Program Code   _____

Does your Institution have prior Electronic Delivered   Yes_____ No_____
Program approval?

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:** _____

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 Gina Wekke at 405-225-9142.

3.16.10.B 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**
(If your institution is simultaneously requesting a new on-campus program you do not have to fill out this section)

> 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.

(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. **Curriculum**
(If your institution is simultaneously requesting a new on-campus program you do not have to fill out this section)

> Provide a list of the curriculum to be offered with an existing program online.

> 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 3.15 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 degree program core: _____
> Number of hours in option: _____

Number of hours in guided electives: _____

Number of hours in general electives: _____

3. Delivery Method

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.

4. Demand for the Program
(If your institution is simultaneously requesting a new on-campus program you do not have to fill out this section)

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.

(If your institution is simultaneously requesting a new on-campus program you do not have to fill out this section)

b. Employer Demand: Clearly describe all evidence of sufficient employer demand, normally in the form of <u>anticipated openings in an appropriate service area</u> in relation to existing production of graduates for that area should be provided. 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.

(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

5. Duplication
(If your institution is simultaneously requesting a new on-campus program you do not have to fill out this section)

Provide specific evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

6. Cost and Funding of the Proposed Program
(If your institution is simultaneously requesting a new on-campus program you do not have to fill out this section)

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.

Provide evidence of adequate funding:

3.16.5 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.

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.

C. Academic Integrity. Describe methods that are in place for ensuring academic integrity.

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D. Student Confidentiality. Describe methods that are in place to ensure the confidentiality and privacy of student personal data.

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E. 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?

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F. 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.

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G. 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.

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H. 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*).*

I. 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.

J. 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.

K. 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.

3.16.11 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.

1. **Delivery Method**

   Electronically Delivered Programs 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.

   ___

2. **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.

   ___

   b. Employer Demand: Clearly describe all evidence of sufficient employer demand, normally in the form of <u>anticipated openings in an appropriate service area</u> in relation to existing production of graduates for that area should be provided. 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.

   (Local/state employer demand information must be included, not solely national employer demand data.)

   ___

3. **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.

   Provide productivity goals related to the cost and funding of the proposed program.

   ___

Oklahoma State Regents for Higher Education
SUBSEQUENT ELECTRONICALLY DELIVERED
PROGRAM REQUEST FORM

3.16.11 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 described below. The governing board must approve the program if 100 percent of the major is offered online, or it is advertised as available online. The President should send the following information to the Chancellor: 1) a 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.

1. **Delivery Method**

    Electronically Delivered Programs 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.

2. **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.

    b. Employer Demand: Clearly describe all evidence of sufficient employer demand, normally in the form of <u>anticipated openings in an appropriate service area</u> in relation to existing production of graduates for that area should be provided. 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.

> (Local/state employer demand information must be included, not solely national employer demand data.)

3. 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.

Provide productivity goals related to the cost and funding of the proposed program.

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 Gina Wekke at 405-225-9142.

Institution submitting request: _____

State Regents' three-digit program code and Program name of the program: _____

_____

Date of Letter of Intent   _____

Signature of President: _____ Date: _____

3.16.10.B 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

Electronically Delivered Programs 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.

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.

b. 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 that area should be provided. 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.

(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. **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.

    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.

    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 3.15 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 degree program core:	_____
Number of hours in option:	_____
Number of hours in guided electives:	_____
Number of hours in general electives:	_____

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.

Provide productivity goals related to the cost and funding of the proposed program.

3.16.5 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.

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.

C. Academic Integrity. Describe methods that are in place for ensuring academic integrity.

D. Student Confidentiality. Describe methods that are in place to ensure the confidentiality and privacy of student personal data.

E. 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?

F. 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.

G. 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.

H. 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).

I. 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.

> *(blank box)*

J. 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.

> *(blank box)*

K. 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.

> *(blank box)*

3.16.11 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.

3. Delivery Method

Electronically Delivered Programs 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.

> *(blank box)*

4. **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.

   b. Employer Demand: Clearly describe all evidence of sufficient employer demand, normally in the form of <u>anticipated openings in an appropriate service area</u> in relation to existing production of graduates for that area should be provided. 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.

   (Local/state employer demand information must be included, not solely national employer demand data.)

5. **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.

   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 options in: A. _____

                    B. _____

                    C. _____

                    D. _____

                    E. _____

TYPE OF REQUEST: Check those appropriate and complete appropriate pages *__ONLY!__*

☐ (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 specifying the requested modification!*

Signature of President: _____ **Date:** _____

Date of Governing Board Approval: _____

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:

_____

(1) PROGRAM DELETION   Delete program and all options

Are students still enrolled in degree program?   ☐ No   ☐ Yes

If yes, how many? _____ Expected date of graduation for last student: _____

Number of courses which will be deleted as a result of this action: _____

If no courses are being deleted, explain: _____

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):

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:

_____

(2) PROGRAM SUSPENSION

Reason for requested action (attach no more than one page if space provided is inadequate):

Date program will be reinstated or deleted: _____

(3) Program Name Change/ Degree Designation Change

Oklahoma State Regents for Higher Education
REQUEST FOR PROGRAM MODIFICATION
(continued)

Institution submitting request: _____

Program name and State Regents' three-digit code of program to be modified:

_____

(3) PROGRAM NAME CHANGE AND/OR DEGREE DESIGNATION CHANGE:

Proposed program name: _____

Proposed degree designation to be conferred (if different): _____

Will requested change affect curriculum?   ☐ No   ☐ Yes

If yes, please attach <u>current</u> and <u>proposed</u> curriculum degree program requirements and degree program objectives (on no more than three pages). **Indicate the changes clearly.**

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:

_____

(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

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 for, noting the common core for the option added, the proposed curriculum, and asterisk any new courses.

Please list the proposed curriculum requirements for the new option in the left column, <u>noting the common core of courses with the main program in the right column</u>.*

Common Core	Proposed Curriculum

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:

_____

(5) PROGRAM OPTION DELETION

Name of deleted option(s): A: _____

B: _____

C: _____

D: _____

Number of courses to be deleted: _____

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 be accommodated? _____

Amount of funds available for reallocation: _____

If no funds are available for reallocation, how will funds be used? _____

List courses that will be deleted:

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: _____

State Regents' three-digit program code and Program name of program to be modified:

_____

(6) OPTION NAME CHANGE

●━━━●

Proposed option name: _____

●━━━●

Will requested change affect curriculum?   ☐ No   ☐ Yes

If yes, please attach <u>current</u> *and* <u>proposed</u> *curriculum degree program requirements and degree program objectives (on no more than three pages).* **Indicate the changes clearly. Note any deleted courses. Asterisk any new courses.**

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)
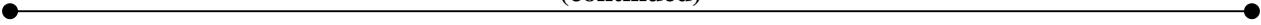
Institution submitting request: _____

State Regents' three-digit program code and Program name of program to be modified:

_____

(7) PROGRAM REQUIREMENT CHANGES

☐ 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 _____.
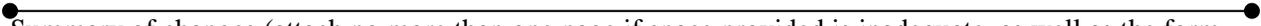
Summary of changes (attach no more than one page if space provided is inadequate, as well as the form
showing the current and proposed curriculum):

Will total number of credit hours required for the degree change   ☐ No   ☐ Yes

Explain: _____

_____

_____

Reason for requested action (attach no more than one page if space provided is inadequate):
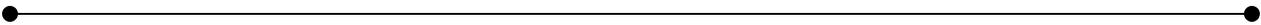
Will requested change require additional funds? ☐ No   ☐ Yes

*If yes, please specify the 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).*
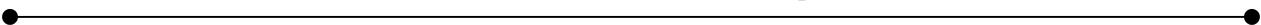
*Attach <u>current</u> and <u>proposed</u> degree program requirements and degree program objectives (on no more
than three pages).* **Indicate the changes clearly. Note any deleted courses. Asterisk any new courses.**

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 Program Modification

Institution submitting request: _____

State Regents' three-digit program code and Program name of program to be modified:

_____

(8) OTHER DEGREE PROGRAM MODIFICATION

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, provide the <u>current</u> *and* <u>proposed</u> *curriculum degree program requirements and degree program objectives (on no more than three pages).* **Indicate the changes clearly. Note any deleted courses. Asterisk any new courses.**

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 *(example: 18 students enrolled in Fall '04; found in the letter from the OSRHE)*		
2. Minimum number of graduates (example: *8 graduates in 04-05; found in the letter from the OSRHE*)		

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);

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)*.

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

Intensive English Program (IEP)
Evaluator Guidelines

This document is a direct reflection of the State Regents' *3.5 Intensive English Program Approval and Review* policy which governs this process. A copy of the policy is included in this notebook. Detailed below are the required program performance standards that IEP evaluation teams use to direct the review process. **THE IEP MUST MEET ALL STANDARDS FOR APPROVAL WITHOUT QUALIFICATIONS.**

Using "yes" or "no," please indicate in the space provided if the IEP meets the required standards. Space for your comments is provided after each standard. **IEPs are evaluated based on college-bound students only; students utilizing the program for other reasons are not included in the IEPs evaluation.**

The IEP will be evaluated and an approval recommendation made in terms of these standards. **The evaluation of and recommendation for the IEP must be made in terms of these standards.**

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. If associated with an institution, the IEP must indicate evidence of cooperation and support.

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. Where 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.

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 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:

<u>Evaluator Signature</u>

**Evaluator
Signature:**

Date:

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 degree program(s) toward which credit will be awarded, including the State Regents' program code.

(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. Titles of modules, courses, or programs for which approval is sought.

4. List the equivalent college course or courses. (The courses are to be listed in the technology course crosswalk.)

Higher Education Institution Name:	Technology Center Name:
Name of module, course or program of instruction	
Higher Education Course:	Technology Center Course:
Higher Education Course:	Technology Center Course:

5. Detail the maximum number of college credit hours to be articulated and the maximum awarded toward the degree for work completed at the technology center.

Total Articulated:

Total that can be applied to the degree:

6. List the clock hours of classroom and laboratory instruction for each credit hour to be awarded. (Example of required documentation; actual document can be attached separately.)

Course Number	Title & Description	Total Clock Hours	Theory Hours	Lab/Shop Hours

7. Description of the classroom and laboratory facilities and how they will be utilized.

8. 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.

9. 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.)

10. Outline the steps that will be taken to assure quality academic programming pursuant to the CAP.

11. Describe the criteria for assessment of student outcomes in each module, course, and program.

12. 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.

13. Describe the student support service available to students enrolled in the CAP.

14. 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.

15. State if high school students may be enrolled in the CAP and/or any restriction based on age of students.

Oklahoma State Regents for Higher Education

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 <u>NOT</u> 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 <u>NOT</u> 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:

List or attach list of courses

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.

B.5. 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:

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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.

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*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_____ Date_____
                        (Signature)

Dean_____ Date_____
                 (Signature)

Oklahoma State Regents for Higher Education

PROGRAM REVIEW EXECUTIVE SUMMARY TEMPLATE
(optional)

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.

<table>
<tr><td colspan="2" align="center">Institution Name:
Program Name and State Regents Code:
List Any Options:
Date of Review: Recommended Date of Next Review:</td></tr>
<tr><td colspan="2">Centrality to Institutional Mission:

</td></tr>
<tr><td colspan="2">Program Objectives and Goals:

</td></tr>
<tr>
<td>Quality Indicators Such As:
  – Student Learning Outcomes
  – Effective Teaching
  – Effective Learning Environments
  – External Curricular Evaluation
  – Capacity to Meet Needs and Expectations of Constituencies</td>
<td>●
●
●</td>
</tr>
<tr>
<td>Productivity for Most Recent 5 Years</td>
<td>
Number of Degrees: _____

Number of Majors: _____</td>
</tr>
<tr>
<td>Other Quantitative Measures Such As:
  – Number of Courses for Major</td>
<td>●
●</td>
</tr>
</table>

– **Student Credit Hour in Major** – **Direct Instructional Costs** – **Supporting Credit Hour Production** – **Roster of faculty members including the number of FTE faculty in the specialized courses within the curriculum** – **If available, information about employment or advanced studies of graduates of the program over the past five years** – **If available, information about the success of students from this program who have transferred to another institution**	•
Duplication and Demand	•
Effective Use of Resources	•
Strengths and Weaknesses	*Strengths:* *Weaknesses:*
Recommendations	• • •

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** *(example: 18 student enrolled in Fall '04; see State Regents' policy)*		
2. **Minimum number of graduates (example: *8 graduates in 04-05; see State Regents' policy*)**		

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);

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 budge implications for continuation of the program *(limit response to three pages)*.

REGULAR OR LOW PRODUCING PROGRAM EXTERNAL REVIEW TEMPLATE
(optional)

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 be 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:

_____

_____

_____

Institution: _____

ACADEMIC CALENDAR FOR 2012-13

Summer Session (2012):

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	_____
	_____
Semester ends (including final exams)	_____
Commencement date (graduation ceremony)	_____

Fall Semester (Fall 2012):

Semester begins (first day of 16-week classes)	_____
1st 8-week session (begins and ends)	_____
2nd 8-week session (begins and ends)	_____
Please list dates of all holidays and breaks	_____
	_____
	_____
	_____
	_____
Semester ends (including final exams)	_____
Commencement date (graduation ceremony)	_____

Spring Semester (Spring 2013):

Semester begins (first day of 16-week classes)	_____
1st 8-week session (begins and ends)	_____
2nd 8-week session (begins and ends)	_____
Please list dates of all holidays and breaks	_____
	_____
	_____
	_____
	_____
Semester ends (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):

      Intersession begins   _____   _____   _____
      Intersession ends   _____   _____   _____
        (including final exams)

Summer (if applicable):
        Final add/drop date 8 week/first 4 week classes: _____
        Final add/drop date 2nd 4 week classes: _____

Fall (if applicable):
        Final add/drop date 16 week/first 8 week classes: _____
        Final add/drop date 2nd 8 week classes: _____

Spring (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 encompasses the third Wednesday in March

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
State Capitol, Oklahoma City

OFF-CAMPUS AGREEMENT

Approval of Instruction in the Service Area of
Another College or University and "Home Rule"

The Policies and Procedures Pertaining to the Delivery Of Electronically Delivered and Traditional Off-Campus Courses and Programs, Section 3.17.11.C. <u>Geographic Service Areas,</u> requires that an institution choosing to offer a course(s) in another institution's designated service area or at any site whose location is closer to another college or university than the college or university desiring to offer the service will have an off-campus agreement on file with State Regents ("Home rule"). 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 <u>before</u> the courses are offered.

Offering Institution:

Service Area or Home Rule Institution(s):

Location(s) Where Course Will be Offered:

Time Period for Offering Course(s):

Beginning: _____   End: _____

Course Prefix and Number	Course Title

List additional courses on a separate page.

Signature: _____Date:_____
      (Service Area Institution President)

Signature:_____Date:_____
      (Offering Institution President)

Sample Affidavit for Category I Students

For Students Enrolled in a Degree Program at a Postsecondary Education Institution in 2006-07 or Earlier and Who Received a Resident Tuition Benefit ("grandfathered" students)

Per SB 596 of the 2003 legislative session (Oklahoma Statutes: Title 70, Section 3242), students with undocumented immigration status must meet the requirements listed below to be eligible for: (1) enrollment in an institution of the Oklahoma State System of Higher Education; (2) resident tuition rates; and (3) state-funded student financial aid programs.

STATE OF OKLAHOMA §
 §
COUNTY OF _____ §

Before me, the undersigned Notary Public, on this day personally appeared (Name)_____who being by me duly sworn upon his/her oath, deposed and said:

1. "My name is _____. I am fully competent to make this affidavit. I have personal knowledge of the facts stated herein and they are all true and correct."

2. "I have graduated from an Oklahoma high school or received my GED certificate in Oklahoma."

3. "I resided in Oklahoma with a parent or guardian for at least two years prior to graduation from high school or the receipt of my GED certificate."

4. "I meet one of the following criteria:
    a) I have filed an application or have a petition pending with the Bureau of Citizenship and Immigration Services (BCIS) to legalize my immigration status; or
    b) I will file an application to legalize my immigration status at the earliest opportunity that I am eligible to do so."

In witness whereof, this _____day of _____, _____.

_____   _____
(Printed Name of Student)   (Student I.D.# or other I.D. #, if applicable)

_____   _____
(Signature of Student)   (Signature of parent/guardian if student is
                                                                                     under age 18)

SUBCRIBED TO AND SWORN TO BEFORE ME, on the _____day of

_____, _____, to certify which witness my hand and official seal.

                                                                   _____
                                                                   Notary Public in and for the State of Oklahoma

                                                                   My commission expires_____

<center>**Sample Affidavit for Category II Students**</center>

For Students Enrolling in a Postsecondary Education Institution in 2007-08 and Thereafter

In accordance with Title 70, O.S., Section 3242 (2007) (also known as HB1804 of the First Regular Session of the 51st Legislature), 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, may be eligible for enrollment and resident tuition if the individual files the following affidavit with the institution:

AFFIDAVIT OF INTENT

STATE OF OKLAHOMA)

)

COUNTY OF _____)

      Before me, the undersigned Notary Public, on this day personally appeared (Name)_____who, being of lawful age and by me duly sworn upon his/her oath, deposed and said:

1. My name is _____. I am fully competent to make this affidavit. I have personal knowledge of the facts stated herein and they are all true and correct.

2. I have graduated from a public or private high school in Oklahoma.

3. I resided in Oklahoma with a parent or legal guardian while attending classes at a public or private high school in this state for at least two (2) years prior to graduation.

4. I will file an application to legalize my immigration status at the earliest opportunity that I am eligible to do so, but in no case later than (a) one (1) year after the date on which I enroll 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 United States Citizenship and Immigration Services provides such a formal process.

In witness whereof, this _____ day of _____, _____.

_____   _____

(Printed Name of Student)   (Student I.D. # or other I.D. #, if applicable)

_____   _____

(Signature of Student)   (Signature of parent/guardian if student is
                                          under age 18)

SUBSCRIBED AND SWORN TO BEFORE ME, on the _____day of _____, _____, to certify which witness my hand and official seal.

_____

Notary Public in and for the State of Oklahoma

My commission expires _____

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<p style="text-align: center;">**Sample Affidavit for Oklahoma's Promise Students**</p>

For Students enrolled in Oklahoma's Promise on or before July 2, 2007

Per SB 820 of the 2007 legislative session (Oklahoma Statutes: Title 70, Section 2603), students enrolling in the Oklahoma's Promise-Oklahoma Higher Learning Access Program as 8th, 9th, or 10th grade students in 2007-08 and thereafter must be a U.S. citizen or lawfully present by the time they enter college to receive the program award. However, students without documented immigration status who enrolled in the program as 8th, 9th, or 10th grade students in 2006-07 and earlier are not subject to this requirement. Undocumented immigrant students who enrolled in the program in 2006-07 or earlier must meet the requirements listed below to be eligible for the Oklahoma's Promise award in college.

STATE OF OKLAHOMA   §
                              §
COUNTY OF _____   §

Before me, the undersigned Notary Public, on this day personally appeared (Name)_____who being by me duly sworn upon his/her oath, deposed and said:

1. "My name is _____. I am fully competent to make this affidavit. I have personal knowledge of the facts stated herein and they are all true and correct."

2. "I have graduated from an Oklahoma high school or have completed an equivalent program of education (for homeschool students)."

3. "I resided in Oklahoma with a parent or guardian for at least two years prior to graduation from high school or completion of an equivalent program of education (homeschool)."

4. "I meet one of the following criteria:
    a) I have filed an application or have a petition pending with the United States Citizenship and Immigration Services (USCIS) to legalize my immigration status; or
    b) I will file an application to legalize my immigration status at the earliest opportunity that I am eligible to do so."

In witness whereof, this _____day of _____, _____.

_____   _____
(Printed Name of Student)   (Student I.D.# or other I.D. #, if applicable)

_____   _____
(Signature of Student)   (Signature of parent/guardian if student is under age 18)

SUBCRIBED TO AND SWORN TO BEFORE ME, on the _____day of

_____, _____, to certify which witness my hand and official seal.

_____
Notary Public in and for the State of Oklahoma

My commission expires_____

Oklahoma State Regents for Higher Education

OKLAHOMA TEACHER PREPARATION RESIDENCY PROGRAM

Report of Residency Committee Activity
Spring/Second Half 2009-2010

This form is to be used to report services rendered in the administration of the Oklahoma Teacher Preparation Residency Program during the 2009-2010 academic year. The State Regents require that this form be completed for payment and statistical purposes.

Institution _____

Period for which report is made:

Spring/Second Half Semester (1/1/2010 - 6/30/2010)

Total Number of Entry-Year Committees Served _____

Number of Committee Meetings and Observations Made _____

Total Number of Trips Made _____

Total Number of Miles Traveled _____

CERTIFICATION:

I hereby certify that the above information is true and correct.

Signed_____ Date_____
                    President

Revised on 11/03/2009

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION
Oklahoma Teacher Residency Program

2009-2010 SPRING/SECOND HALF SEMESTER
Reporting Period: 1-1-2010- 06/30/2010

Instructions: Please complete the information below.

Institution:

Reporting Official:

Contact Phone Number:

TEACHER EDUCATOR				RESIDENT YEAR TEACHER (RYT)												
Last Name	First Name	Primary Academic Discipline	RYT's Permanent E-mail Address	Last Name	First Name	Social Security Number	Degree Conferred using SDE Licensure and Certification Area	RYT Assignment (Complete only if teacher is not teaching in degree area)	College/ Agency Recommending Licensure	Alternatively Certified?	Public School Site	Public School District	Private School Site	Private School District	School Level	No. of Meetings & Observations	Recommended for Certification? Yes or No