CHAPTER 3 – ACADEMIC AFFAIRS
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Last Updated – April 2013

3.   **ACADEMIC AFFAIRS POLICY**

3.1   INSTITUTIONAL ACCREDITATION

   3.1.1   Purpose

      A.   Basis of Authorization

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

      B.   *. . . 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 §4103; and §4104 (2001))

      C.   Purpose

             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.

   3.1.2   Definitions

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

      "Applicant" is an institution that has formally applied for initial or
      renewal of State Regents' accreditation status. Additionally, regionally
      or nationally accredited institutions seeking to coordinate with the State
      System are considered applicants.

"Comprehensive Evaluation" is the 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.

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

"Evaluation Team" is a group of peer evaluators is 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 this policy.

"Evaluation Visit" is a visit to the institution 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.

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

"Physical Presence" is defined as having a physical location (i.e., brick and mortar), post office box, telephone or facsimile number originating within Oklahoma, offering courses or academic programs at a physical location or convening students for any purpose in Oklahoma.

"Private Higher Education Institution" is a private, denominational, or other two-year or four-year college or university which 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.

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

"Regional Accrediting Agency" is a nationally recognized accrediting agency whose geographic scope has been defined by the Secretary to include at least three states that are contiguous or in close proximity to one another. Regional accrediting agency 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.

"Review Panel" is 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" is 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.

"Team Chairman" is 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.

"Transferability" refers to credits earned by students at institutions accredited by a regional accrediting agency or the State Regents 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).

3.1.3 Accredited In- and Out-of-State Institutions

A. In-State Institutions

State System institutions are accredited by the HLC. For information purposes, public institutions will provide copies of self-study reports and final evaluation reports in a timely manner. This information will be reviewed and summarized for the State Regents. Private/independent institutions may provide copies of these reports on a voluntary basis.

B. Out-of-State Institutions

In- and out-of-state higher education institutions that are nationally or regionally accredited may become coordinated with the Oklahoma State Regents for Higher Education (OSRHE) 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. Additionally, the request must include a course catalog, anticipated course and program offerings, faculty hiring procedures and qualifications, tuition and fee structure, and the location where courses and programs will be offered. Once coordinated with the OSRHE, changes in the institution's accreditation status or programs offered must be reported immediately to the Chancellor.

Out-of-state institutions nationally or regionally accredited, as noted in the preceding paragraph, offering college-level courses and programs in Oklahoma via electronic technology are expected to adhere to the same high standards of program delivery as Oklahoma institutions subscribe. Therefore, out-of-state institutions are encouraged strongly to follow the academic standards outlined in the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs* policy. Institutions that offer college-level courses and programs completely online, with no physical presence in Oklahoma, do not fall under the jurisdiction of this policy. For the purpose of this policy, for programs otherwise completely online, physical presence does not include media advertisements or entering into an arrangement with any business, organization, or similar entity located in Oklahoma for the purposes of providing a clinical externship, internship, student teaching, or similar opportunity. The onus shall be on the student for entering into an agreement for these activities.

3.1.4   Unaccredited Private Institutions

State Regents' standards, policies, and procedures for accreditation are modeled on those of 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 (ERs) 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 include 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.

B. Evaluation Visit Expenses

Full cost for the evaluation visit will be paid by the institution receiving the service. Such costs include the evaluation team members' honoraria, travel, lodging, and food in accordance with Oklahoma state travel laws.

If an institution objects to the team recommendation and a review panel is appointed (see Procedures for Denial, Revocation, or Nonrenewal of Acccreditation in this subsection), the institution will pay for the full cost of the review panel. If the State Regents determine that one or more members of the evaluation team are to be present at the review panel hearing, the cost will be borne by the State Regents.

C. Withdrawal of Application

At any time during the process, the institution may withdraw its application, but will be required to pay any expenses incurred to that point by the State Regents' office.

D. Standards of Educational Quality

The State Regents' Standards of Educational Quality establish the foundation and requirements for State Regents' accreditation. A team evaluating an institution applying for initial or renewal of accreditation examines carefully whether the institution meets each standard by using HLC's current five Criteria for Accreditation which is adopted by reference as part of this policy. For example, educational standard 1 pertaining to Educational Mission and Objectives calls for a clear, concise, and realistic mission statement. Examples are provided throughout the policy for illustrative purposes and are not intended to limit the scope or operation of this policy. HLC criterion one asks for decision-making processes that are appropriate to the institution's stated mission and purposes. It is important to note that outstanding performance in an area covered by one standard or criterion does not compensate for

unacceptable performance in another. The State Regents'
Standards of Educational Quality are described below:

1.   Educational Mission and Objectives

An institution accredited by the State Regents must
develop a clear and realistic statement of its basic
purposes as a member of the higher education
community. A mission appropriate to higher education
will place a high priority on educational excellence and
support high expectations of students. Each institution
may also define additional aims such as contributing to
the development of the community or to help students
prepare for a life in a democratic society.

While the mission states the institution's broad purposes,
the educational objectives are more specific ways of
ensuring that the mission is achieved. Examples of such
objectives include the provision of student support
services, laboratory and other specialized facilities,
graduate placement assistance, off-campus offerings, and
other arrangements.

Each applicant or accredited institution also defines
additional objectives which reflect its particular
character. These objectives are to be realistically
determined with consideration of factors such as the
institution's founding purpose, education vision,
community needs, and its resources--human, physical,
and fiscal. Each institution also defines additional
objectives which reflect its particular character. Some
examples are: helping students to prepare for
employment, for the next level of education, for
specialized research and public service, or simply for life
in society. The institution's statement of mission should
result from discussions among both faculty and
administration and must be approved by the governing
board. The statement of mission and objectives should
be widely disseminated among members of the
institution and its community through appropriate
institutional publications, including the catalog.

2.   Governance and Administration

The governance of colleges and universities in the
United States has historically been a partnership between
lay control and professional administration. Legal
control and broad policy-making responsibilities for
institutions have been vested in lay boards of
trustees/regents, whereas responsibilities for
recommending and implementing educational policy
have traditionally resided with college presidents and
faculties. Higher education as an activity is too
important to be given over exclusively either to the lay

person or the professional; therefore, the responsibility for its governance is balanced between those who are the chief recipients of its benefits and those who are its practitioners. Governing board (board) members link the institution to society and therefore should reflect society's diversity and be knowledgeable about the problems of both the institution and the society.

The board should act as an autonomous body, free from undue influence by owners, employees, political or business entities, or other interest groups. It should govern freely without political bias and should protect the institution from political pressures. Board members should have a clear idea of their general duties and responsibilities and should define them in an official policy document based on its corporate charter and bylaws. The board should appoint a president empowered to operate within board policies according to clearly stated administrative code. It is generally agreed that the most important functions of a board are to select a president, to be responsible for the institutions property and funds, and to oversee the educational programs of the institution. The crucial test of a board's operating effectiveness is the extent to which it concentrates its energies on policy matters and avoids concerning itself with administrative detail. Evaluation should concentrate on the board's effectiveness in performing its function of institutional policy making. Other factors include the method of board selection, organizational structure, terms of service, and frequency of meetings.

A clear differentiation between the policy-making function of the board and the executive responsibilities of those who carry out these policies is essential. The administrative officer should be free to operate within board policies, according to a carefully developed administrative code. Such conditions are basic to the exercise of effective, far-sighted leadership in institutional development and advancement of objectives.

Administration is concerned with every aspect of the organization and operation of an institution. The first essential for a strong institution is a carefully planned administrative organization which coordinates all the resources effectively toward the accomplishment of the institutional mission and objectives. This organization should provide for responsible participation in decision making, execution, and evaluation by various constituent groups. The complexity of the organization will necessarily vary with the nature and scope of the educational programs offered, but both its structure and

the accompanying operation procedures should be clearly defined and understood by all.

The administration's commitment to fair and equitable treatment of students, faculty, and staff as well as the public is reflected in appropriate policies and procedures on equity, nondiscrimination, and due process. Manuals and handbooks spelling out the rights and responsibilities of all members of the institution are made available and a conscientious effort is made to carry out such provisions.

3. Educational Programs

    Institutions will comply with the State Regents' *Undergraduate Degree Requirements* policy.

    An institution accredited by the State Regents is a degree-granting institution and includes programs leading to degrees as part or all of its offerings. The institution demonstrates the effort to:

    a. formulate educational goals that are consistent with its mission, reflective of higher education, and focused on reorganized fields of study;

    b. develop and implement procedures to evaluate the extent to which the educational goals are being achieved; and

    c. use the results of these evaluations to improve educational programs and services.

    Academic program quality is expressed through effective student learning and eventual job performance. Quality of academic programs can be determined through assessment of curriculum, of instructional delivery, demand, and student improvement. Instruments or measures to evaluate academic programs may include: standardized tests, portfolios, completion rates, performance of transfer students at receiving institutions, results of admission tests for students applying to graduate or professional schools, job placement rates, results of licensing examinations, student evaluations, employer evaluations, program advisory committees, and follow-up studies of alumni.

    It is expected that an institution will focus its resources and energies on the education of its students consistent with its mission. Effectiveness in all educational programs, delivery systems, and support structures should be the primary goal. An effective institution of higher education provides a challenging academic environment and seeks to ensure student academic achievement, intellectual inquisitiveness, personal and

professional development, ethical consciousness, academic freedom, faculty support, and an environment conducive to learning. The development, evaluation, and revision of academic programs must involve the faculty in a central way.

Auxiliary activities, such as subsidiary or related business ventures, must be conducted within general policies governing institutional relationships and consistent with the institution's mission and purposes.

An institution accredited by the State Regents must have a well-designed general education component as an integral part of its undergraduate degree programs. General education is a required part of every student's program of study. It is not directly related to the student's area of specialization or career interests. It includes the characteristics of requiring a certain number or proportion of the total credits earned and course selections that ensure breadth of learning across the major disciplinary fields.

The institution's general education requirements must be supported by a coherent philosophy and rationale consistent with its mission and be well-understood and widely supported within its academic and administrative departments. Development and periodic review of the philosophy should involve all major constituencies, including faculty, administrators, and governing board members. The rationale and plan for general education may focus on the pattern of coverage across the disciplinary fields or on the competencies and skills expected to be developed. Examples of the former include communications, social sciences, humanities and fine arts, natural sciences, and mathematics. Examples of the latter include critical thinking, communication skills, ethical awareness, quantitative facility, research and independent learning abilities, and others.

4.   Faculty

The selection, development, and retention of a competent faculty are related to the mission performance of the institution. Faculty are responsible for developing students to represent the characteristics defined in the institution's mission. An effective reward system links faculty objectives to institutional mission. The successful institution provides for adequate faculty participation in the development of institutional policies, particularly those governing academic affairs, student academic advising, assessment techniques and including mission refinement. The organization should encourage regular faculty communication within and across

disciplines as well as between faculty and administration.

The number and type of full-time faculty members must reflect mission priorities and be appropriate to provide effective teaching, mentoring, research, community service, and administrative expertise in areas such as curriculum development and program assessment. Records of faculty performance should indicate their devotion to the above tasks as appropriate through the institution's mission indicators such as teaching contact hours, teaching portfolios, student evaluations, faculty development efforts, research production, awards, community service hours, and committee work. The continuous professional growth of all members of the faculty should be encouraged, and the institution should assist members of the faculty to further their professional development.

Effective faculty recruitment depends on the institution's ability to provide adequate salaries, a well-planned program of benefits, and an attractive working environment conducive to the transfer and development of knowledge. The level and kind of faculty salaries and the program of benefits should be regularly re-examined to keep them current with changing economic and social conditions. Faculty diversity will represent the institution's commitment to its social responsibilities.

A majority of the faculty in undergraduate degree programs should hold degrees at least one level above that of the programs in which they teach. Most faculty teaching in graduate programs should hold earned doctorates. It is also expected that an institution will employ faculty members whose highest degrees are from regionally accredited institutions. In exceptions to this standard, institutions must show evidence that their faculty members have appropriate academic preparation.

The employment of part-time faculty members can provide additional educational expertise to the institution while expanding student access, but the number and kinds of part-time faculty members must be regulated to protect program quality. Part-time faculty members teaching courses for credit must meet the same professional experiential requirements as their full-time counterparts teaching in the same disciplines. An institution should establish and publish policies regulating the employment of part-time faculty and provide them with appropriate orientation, supervision, and evaluation.

5. Library

The library is the institution's storehouse of knowledge and electronic portal to the global information community. The purpose of information resources and services is to support teaching, learning, and research in ways consistent with, and supportive of, the mission and goals of the institution. Information resources may include the holdings, equipment, and personnel within libraries, media and production centers, computer centers, telecommunications, and other repositories of information significant to the accomplishment of the institution's mission.

Quality information service depends on professional staff who hold the necessary expertise to lead institutional efforts in the development and use of educational resources and services. Opportunities are provided for faculty, staff, and students to participate in the planning and development of these services. Policies and regulations on information resources should be updated and made available to the institution's constituents. Professional and technical support staff shall function with clearly defined responsibilities.

Services (instruction, consultation, professional development) are provided to faculty and students to meet their educational needs. Personnel treat the library as a hands-on classroom and engage strategies that invite student interest, encourage student questioning, and guide student resource searches. Personnel exercise initiative to inform faculty and administrators about new developments in teaching and learning technologies.

Access to information resources is a priority of the institution. Resources in libraries, computer centers and labs, media centers, and other instructional information locations are readily available to the institution's constituents. Computing and communications services extend information gathering beyond the library's physical boundaries to include international databases. Library staff should work to coordinate electronic access for institution and community constituents to search its holdings and make information requests. Efforts or plans to convert holdings for electronic transfer should be underway.

Cooperative relationships and links with other institutions and agencies should be encouraged to increase the ability of the institution to provide the needed resources and services not only to its own constituents but to potential users from other institutions agreeing to share their resources. Formal written cooperative agreements are encouraged between libraries. These cooperative relationships and external

information services are not a substitute for an institution's responsibility to provide its own adequate and accessible core collection and services.

The institution regularly and systematically evaluates the adequacy and utilization of its information resources, including those provided through cooperative arrangements, and at all locations where courses or programs are offered. The institution uses the results of the evaluation to improve the effectiveness of these resources. Institutions should link their budget decision making to the assessment results and consistently provide the library financial support ranging from a minimum of five to six percent of its educational and general budget.

6.   Students

Institutions will comply with the State Regents' *Institutional Admission and Retention* policy.

Students are not just education consumers but participants in collegiate learning, research, and community service. The institutional mission should describe the characteristics of its ideal students, then recruit, retain, and develop them. As eventual participants in society, the student body should reflect society's diversity. Institutional effectiveness is determined through assessment of its students. Successful institutions should utilize entry-level, mid-level, and exit assessments of students as part of their self-study report and continuous improvement process.

The institution shall demonstrate it has made an effort to support all students in achieving their educational goals. Appropriate policies and procedures for student development programs and services must be established and be operational. The goals of each functional area must be compatible with and support the goals of one another.

The institution should publish and make available to potential students a catalog describing courses and curriculum, tuition and refund policies, and other matters. An additional appropriate publication is the student handbook. Policies included in the student handbook should include student rights and responsibilities, including academic honesty, redress of grievances and complaints, and procedural rights. The student handbook should be well-publicized, readily available, and implemented in a fair and consistent manner. Information release policies respect the rights of individual privacy, the confidentiality of records, the best interest of students and the institution, and are in

compliance with local, state, and federal statutes and guidelines.

A program of counseling and testing should assist students in making appropriate decisions in matters of personal concerns, academic choices, and career paths. The institution should make use of educational, career, and psychological assessment tools to evaluate the capabilities and interests of the students. Accurate assessment information on students should be provided to academic advisors and counselors, and placement and achievement test data should be interpreted to the individual student.

Student services should participate in ongoing assessment activities relating to students' needs and to student services functions, with special emphasis on the relationship of student services to student retention. Evaluation should be a regular function of program development and modification. Academic advising should include an assessment component which provides direction for modifying the advising program and enhancing student success. Additionally, the institution should develop systematic and dependable methods of gathering data on student characteristics and performance. Such data may be used for institutional research, external reporting, and other purposes.

The institution should provide opportunities for students to participate in campus governance, institutional decision making, and policy and procedures development, and must involve faculty in the development of student services programs and policy. Institutions offering career-oriented programs should assist students in developing skills to secure employment upon program completion. They should maintain continuing contact with prospective employers in professions and other occupations related to their programs. Institutions may also assist students in securing part-time employment while pursuing their education.

7. Finances

The management of financial resources for a postsecondary institution determines, in part, the quality of academic programs. Sources of income, distribution of expenditures, operating budgets, indebtedness, surpluses, audits, capital outlay, and sound financial management are issues to be addressed in the accreditation process. A key assumption underlying financial management policies should be that financial resources are tools of the educational enterprise, never

the reverse. The adequacy of financial resources and the pattern of expenditures of an institution are to be judged in relation to its mission and objectives, the diversity and scope of its programs, and the number and kinds of its students.

There should be a well-conceived organizational plan assigning responsibilities of the various activities that together comprise the business and financial affairs of the institution. The chief business or financial officer should be one of the principal administrative officers of the institution. Among the key functions that should be performed by the chief business or financial officer is assistance to the president in the preparation of annual budgets. Faculty and department chairs should also have a substantial role in the academic budgetary process. Other key functions are maintenance of an appropriate system of accounting and financial reporting, supervision of the operation and maintenance of the physical plant, procurement of supplies and equipment, control of inventories, financial management of auxiliary enterprises, and receipt, custody, and disbursement of funds belonging to the institution.

Institutions should demonstrate that their sources of income, distribution of expenditures, operating budgets, indebtedness, surpluses, capital outlay, and financial management have been utilized to successfully execute their missions. Institutions should forecast future development with respect to changes in enrollment and evolving community needs. Institutions with students that receive financial aid must maintain compliance with federal regulations including a requirement for management of excessive student loan default rates. Institutions must report any difficulty in maintaining compliance to the State Regents as part of the institutions overall financial picture.

In this context, institutions shall demonstrate at least a three-year history of satisfactory financial management, which includes a three-year history of amounts borrowed (internal and external) for capital outlay and for operating funds. The institution must also report the amount of interest and principal paid on such debts including a statement of operating income used in debt service.

In addition to such other audits as may be required by the governing board of the administration of the institution, the governing board shall annually obtain the services of an independent accounting firm that is licensed to practice public accounting to perform a complete financial audit of the institution.

8. Facilities, Materials, Equipment and Grounds

Buildings, materials, equipment and grounds should be designed and maintained to serve the needs of the institution in relation to its stated purposes. There should be sufficient campus area to provide adequately for buildings and such activities as are related to the educational programs of the institution. A master plan for campus development should be maintained.

Sufficient rooms for classes of various sizes should be available to meet the instructional needs of the institution. These should be properly lighted and adequately equipped, heated, and ventilated. Classrooms, laboratories, and other facilities should be properly scheduled for maximum utilization. Laboratory equipment, instructional facilities, furnishings, and expenditures should be adequate to meet institutional needs. As a part of its operational and strategic planning, the institution should develop and periodically update a long-term plan for the maintenance and replacement of equipment and laboratory facilities. Programs requiring special facilities should not be offered unless the appropriate facilities are available. Consistent with the guidelines of the Americans with Disabilities Act of 1990, arrangements should be made for handicapped access to campus buildings and facilities.

Adequate landscaping should be utilized to divide the campus into attractive and useful areas. Satisfactory parking space should be available, and attention given to protect and enhance the safety and security of students on campus.

Space utilization studies should be made to determine actual needs before the addition of new facilities. It is strongly recommended that administrative officers and faculty members who are to occupy or direct the activities of a new building be consulted during the planning stages.

When an institution does not have its own campus but rents instructional facilities or when an institution does have a campus but rents facilities away from campus so as to extend its programs into the community, it must demonstrate that the facilities so used are instructionally adequate, especially where laboratories, specialized instructional equipment, and library and information resources are known to be necessary for acceptable educational programs.

9. Planning

An accreditable institution is guided by leaders with a vision of its future and a long-range perspective on the means necessary to reach that future. The basis for the institution's attempts to achieve its mission and to continue to improve is a long-range plan and a set of active and participative planning processes.

Long-range planning should be conducted in a manner that includes all functional areas and groups within the institution and draws upon internal and external data and data analysis. Basic characteristics of such planning are environmental assessments and forecasts of current and emerging trends.

Departmental and functional planning should be integrated within broader planning processes and reflected in the allocation of financial, physical, and human resources. Planning processes should be ongoing and produce annual planning documents that are widely distributed and well-understood within the institution and used as a basis for decision making. Annual planning processes should be conducted to adjust existing plans at all levels and to extend the scope of planning further into the future.

A key set of inputs to the planning process is the range of activities and measures that represent institutional assessment. Like well-designed planning processes, effective institutional assessment involves all major constituencies and is shaped by the institution's mission and educational purposes. It is characterized by multiple measures and focuses on using the results to improve educational programs in order to strengthen learning and achievement. The institution must provide evidence that planning efforts have been implemented.

Continuous improvement of the institution is the ultimate goal of institutional planning and assessment. In a changing social, economic, technological, and educational environment, institutions must be committed to evaluating their current performance in order to make necessary changes and position themselves in relation to future needs as they seek to achieve their missions. Institutions should therefore set educational improvement as a key goal and should be able to demonstrate that they have achieved this goal.

An institution must have a contingency plan should the institution close. The contingency plan must outline the procedures for the disposition of all student records, including educational billing, accounting, and financial aid records in an accessible location, an explanation of how the school would notify students in the event of

closure, and a proposed teach-out agreement with one or more institutions in reasonable geographic proximity which currently offer programs similar to those offered at the institution.

E.   Institutional Self-Study Report

The self-study report (defined in section 3.1.2) plays an important role in the accreditation process. It is the foundation for the evaluation for initial and renewal of accreditation. The self-study report demonstrates the institution's ability to analyze its effectiveness and develop plans for its own improvement. It provides an opportunity for the institution to show its effectiveness in meeting the State Regents' Standards of Educational Quality, HLC's Criteria for Accreditation, and HLC's ERs.

In preparing its self-study report for submission to the State Regents, an institution should involve all of its affected constituencies including administration, faculty, staff, governing board members, and students. Outside stakeholders should also be involved as appropriate, including alumni, advisory groups, and citizens of the community.

The self-study report should be a well-written, readable narrative that communicates the institution's compliance with the State Regents' Standards of Educational Quality. It should be evaluative rather than merely descriptive and written with the other materials its readers will have access to in mind. The following information must accompany or be included in the self-study: faculty and student handbooks, the institutional catalog, official financial audits (last three years), the institution's federal regulatory status (if applicable), licensing or cooperative agreements, and any other information requested by the State Regents.

The self-study report will include a table of contents organized by the State Regents' Standards of Educational Quality and an introduction that provides the context for the evaluation. A brief history of the institution and its accreditation status should also be included. The body of the report must include a self-evaluation of the institution's compliance with each of the State Regents' Standards of Educational Quality as correlated with HLC's Criteria for Accreditation. The State Regents' Standards of Educational Quality include the requirement of compliance with State Regents' *Policy Standards of Educational Quality,* Sections 3.1.4.D.3 Educational Programs, and 3.1.4.D.6 Students. Institutions will explain within each Standard of Educational Quality how they are in compliance with these Regents' policies. The report should also include tables with statistical data regarding enrollment, programs, student charges, faculty, library, finances, and other pertinent topics. Such data should be used to conduct the necessary analysis and to support

conclusions within the self-evaluation process. If the application is for renewal of accreditation, it must address the concerns expressed in the latest evaluation team report.

Five copies of the institutional self-study report, along with five copies of all materials noted above, must be filed in the Chancellor's office 90 days prior to the expiration date shown on the Certificate of Accreditation or for initial application by a new institution, at a date specified by the Chancellor. Any exceptions to this requirement must be in writing and must be approved by the Chancellor prior to the date such materials are due. Failure to provide the information required by this policy in a timely manner could have adverse consequences for the institution. Specifically, if an institution fails to provide information applicable to a given accreditation standard, the institution may be deemed not to have met that standard. If the institution fails to provide information necessary for a meaningful on-site evaluation, the visit will not be conducted, and the institution may be presumed not to meet the accreditation standards of educational quality.

Additional guidance for the self-study report can be found in a current copy of the HLC *Handbook for Accreditation*.

F.   On-site Evaluation Process

The purpose of the evaluation process is to determine if the institution meets the State Regents' Standards of Educational Quality. The primary methods for achieving this purpose are:

1.   the institutional self-study report, and

2.   an on-site evaluation of the institution's programs and operations by an evaluation team.

3.   The evaluative criteria for determining the institution's efficacy in meeting the State Regents' Standards of Educational Quality will be the current NCA Criteria for Accreditation.

G.   State Regents' Staff Role in the Evaluation Process

The role of State Regents' staff in the evaluation process is to coordinate the logistics and materials in preparation for the evaluation visit and to serve as a liaison between the team and the institution. It is the responsibility of State Regents' staff to inform the team members of their charge and of the State Regents' policies related to accreditation as well as serve as a facilitator for the evaluation visit. State Regents' staff will only accompany the team at the beginning and conclusion of the visit. The staff will not in any way actively participate in the evaluation team's work.

In preparation for State Regents' action on the team's report and recommendation, the staff will provide historical, policy, and factual context information to the State Regents.

H.   Evaluation Visit

1.   Team Selection: An effort will be made to select individuals who understand the uniqueness and nature of the institution under review. An effort will also be made to insure that the team includes individuals who have had significant professional experience with institutions of the type under review. In selecting individuals to serve on evaluation teams, the State Regents will seek out those persons who are best qualified, regardless of sex, race, religion, or national origin. Unless extenuating circumstances exist that cause the State Regents to select an in-state evaluator, the evaluators will be selected from out of state. The institution has the opportunity to express in writing suggestions for the areas of expertise and types of institutional representation it prefers. A list of potential team members will be provided to the institution before final selection occurs. Every effort will be made to alleviate institutional concerns about potential team members prior to selection of the team. However, the institution does not have the authority to veto a potential team member(s).

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 (see definition of team chairman). Guidance for the team chairman as it relates to the evaluation visit will be provided by the HLC *Handbook of Accreditation.*

Team members will be required to sign a conflict of interest form provided by the State Regents' office. This form signifies that the individual team member has no association with the institution and does not stand to benefit in any way from its accreditation or lack thereof.

2.   Length of the on-site evaluation visit: Typically the evaluation visit, whether for initial or renewal of accreditation, will be scheduled for two to three days. The dates for the evaluation visit will be determined by the State Regents' staff members who will coordinate with the institution before confirming the dates in writing. Unless extenuating circumstances exist, renewal of accreditation evaluation visits are to be scheduled well before the State Regents' accreditation expires.

3.   Materials for the Team's Review: The self-study report, catalogs, and other pertinent materials will be forwarded to the team members, if possible, in advance of the evaluation. Other materials may be requested as

appropriate before or during the on-site evaluation.

4.   Team Room: A comfortable room with adequate facilities should be set aside for the team to perform its work for the duration of the on-site visit.

5.   On-Site Interviews: The team chairman will schedule interviews with key institutional personnel, faculty, students, board members and others as part of the evaluation process.

6.   Exit Interview: The team chairman will schedule a meeting with the president to summarize the team's findings and recommendation. Other members of the institution may be invited to the exit session at the discretion of the president. The exit session will provide the institution with an oral preview of all the major points that will appear in the team report.

I.   State Regents' Action

The five State Regents' accreditation actions are provided below:

1.   Accreditation without Qualification

The institution fully meets HLC's ERs and the standards of educational quality, as correlated with HLC's Criteria for Accreditation. Accreditation status is for a period of five years with a formal reevaluation at a date set by State Regents' action.

2.   Initial Candidacy

This category is only open to new applicants for accreditation. The institution meets HLC's ERs and the minimum State Regents' Standards of Educational Quality, but corrective measures are required to enable the institution to fully meet all the standards as correlated with HLC's Criteria for Accreditation. Corrective measures along with time lines for improvement will be communicated to the institution. A formal evaluation visit will take place at a date set by State Regents' action. Initial candidacy is limited to a period of six years.

3.   Probationary Accreditation

The institution fully meets HLC's ERs, but conditions exist at an accredited institution that endangers its ability to meet the standards of educational quality, as correlated with HLC's Criteria for Accreditation. Corrective measures along with time lines for improvement will be communicated to the institution with a formal evaluation at a date set by State Regents' action. Probationary accreditation may not exceed a

total period of three years with a formal evaluation at a date set by State Regents' action. Institutions that move to probationary accreditation status from initial candidacy will be limited to a maximum of two years in this category. When the time limit expires, the institution will be required to achieve Accreditation without Qualification or HLC accreditation.

4.   Denial of Accreditation

The institution does not meet HLC's ERs or the standards of educational quality, as correlated with HLC's Criteria for Accreditation outlined in this policy, and its initial application for accreditation is denied. Institutions facing this action are entitled to due process under Procedures for Denial, Revocation, or Nonrenewal of Accreditation (3.1.4.K). The institution may pursue program improvement and reapply at a later time.

5.   Nonrenewal or Revocation of Accreditation

An institution's accreditation is revoked or is not renewed due to its failure to correct deficiencies to achieve "Accreditation without Qualification" within the applicable time periods required by this policy or the institution otherwise does not meet HLC's ERS and the standards of educational quality, as correlated with HLC's Criteria for Accreditation. Institutions facing this action are entitled to due process under Procedures for Denial, Revocation, or Nonrenewal of Accreditation. The institution may pursue program improvement and reapply at a later time.

J.   Post Evaluation Visit

1.   Team Report and Recommendations: Following the evaluation visit, the team will prepare a report of its visit 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 working days following the evaluation visit.

The team report will address all of the State Regents' Standards of Educational Quality applicable to the institution's evaluation. The report will provide a fair and balanced view of the institution's compliance with each of the Standards at the time of the visit. With respect to non-compliance of a standard, the team must identify the specific Standard involved and provide examples of ways in which the standard is not met. Recommendations for improvement should be made with sufficient specificity as to allow meaningful follow-

up evaluation.

A statement of recommendation will be included in the Evaluation Team's report and should be supported by a clear and explicit rationale based on the State Regents' Standards of Educational Quality. The recommendation must be consistent with this policy and will be one of the following: accreditation without qualification, initial candidacy, probationary accreditation, denial of accreditation, or nonrenewal or revocation of accreditation (as described in 3.1.4.I State Regents' Action).

2. Institutional Response: The Chancellor will promptly forward a copy of the Evaluation Team's report and recommendation to the president of the institution. Institutional representatives will be afforded an opportunity to correct any factual errors in the report. 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.

3. State Regents' Action: The Chancellor will submit to the State Regents for their consideration the evaluation team's report and recommendation and the review panel recommendation (if applicable) together with any other pertinent information relating to the institution's request for accreditation. An institutional representative may address to the State Regents comments pertinent to the issue of the applicant's fitness for accreditation. After full consideration of the matter, the State Regents will make a decision on final disposition of the institution's request for accreditation, and will take one of the following actions: accreditation without qualification, initial candidacy, probationary accreditation, denial of accreditation, or revocation of accreditation. The institution will be officially notified of State Regents' action on the application for accreditation.

4. Certificate of Accreditation: If the decision of the State Regents is to extend accreditation, a Certificate of Accreditation, identifying the type and expiration date of the accreditation accorded, will be issued and sent to the president of the institution.

5. Public Disclosure: The institution must make public the action of the State Regents with regard to its accreditation status. The institution's accreditation status shall be described accurately and completely in its advertisements, brochures, catalogs, and other publications.

K. Procedures for Denial, Revocation, or Nonrenewal of

Accreditation

When the team recommendation for accreditation is denied, revoked, or non-renewed, its due process rights will be governed and limited by 75 O.S., §314 (2001), and any pertinent amendments. Those provisions of the Oklahoma Administrative Procedures Act (APA) pertaining to individual proceedings, 75 O.S. §309 (2001), et seq., are not applicable to State Regents' accreditation decisions. The following procedures will apply specifically to denial, nonrenewal, and revocation actions.

1. Objections by Institutions: The institution will have 10 days from the receipt of the final evaluation team's report to inform the Chancellor, in writing, of any objections it may have thereto. If the institution does not object, the evaluation team's report and recommendations will be forwarded to the State Regents for their consideration and action.

2. Forming a Review Panel: If the institution objects to the evaluation team's report, the Chancellor will convene a neutral three-member panel of educators to consider the institution's objections. The Chancellor will also designate a lawyer to serve as a non-voting legal advisor to the panel. The institution will have a reasonable opportunity to object, for good cause shown, to the Chancellor's appointees to the panel.

3. Review Panel Hearing: The review panel schedule a hearing in a timely fashion at which the institution's objections to the evaluation team's report will be fully considered. The institution may call its own witnesses and may question any witness called by the State Regents. If requested, the State Regents will produce, at the institution's expense, the evaluation team members.

    The institution may be represented at this hearing by persons of its own choosing, including legal counsel. Notwithstanding the participation of legal counsel, it should be recognized that the State Regents do not have the authority in such hearings to issue subpoenas or to compel sworn testimony.

    The State Regents will arrange to have an audio recording made of the hearing, a copy of which shall be furnished to the institution. Either the State Regents or the institution may, at its own expense, arrange for a transcription of the hearing.

4. Review Panel's Proposed Findings: Within 15 days of the hearing, the panel will issue proposed findings addressing the objections raised by the institution. The findings will be supported by, and based solely upon, testimonial and documentary submissions at the hearing

and on matters officially noted at the hearing. The panel's proposed findings will be submitted, together with any other records from the hearing, to the State Regents at their next regular meeting.

5. State Regents' Action: The State Regents, after considering the panel's findings, the evaluation team's report, and the rest of the official record pertaining to the accreditation application, will take appropriate action on the institution's application. No new evidentiary materials will be received at the State Regents' meeting. The institution will, however, be given the opportunity to present to the State Regents remarks in support of fitness for accreditation. The State Regents' consideration of these matters and action taken thereon will constitute a final State Regents' review of the institution's application for accreditation.

L. Renewal of Accreditation

A schedule will be set by State Regents' action following an institution's evaluation. The frequency of evaluation visits will vary from institution to institution depending upon the respective institution's accreditation status. Institutions on probation or in initial candidacy status will be required to address specific areas of concern. Additionally, if the situation warrants, a comprehensive evaluation may be performed at the same time as the focused visit. The institution will be notified promptly after State Regents' action of the scheduled expiration date of its accreditation and the requirements for renewal. This notice will also inform the institution of the scope of the evaluation visit and the deadline for the receipt of the institution's self-study report. The anticipated time period for the evaluation visit will be communicated. In any event, an institution which desires renewal of its State Regents' accreditation must so inform the Chancellor, in writing, four months (120 days) prior to the expiration date stated on its certificate of accreditation.

3.1.5 Required Annual Reporting

Institutions accredited by the State Regents or coordinated with the State Regents will report enrollment, student credit hours, and other information in the format prescribed on an annual basis.

3.1.6 Reporting Institutional Change in Condition

Institutions covered by this policy are required to immediately advise the State Regents, in writing, of any substantive change in its objectives, scope, ownership or control, financial status, geographic area of offerings, programs, or any other significant matter. The institution is required to notify the State Regents of any significant action by other accreditation or governmental regulatory bodies. Under such circumstances, the State Regents may require additional focused or comprehensive visits and/or such other actions as are appropriate in light

of relevant facts. In addition to scheduling evaluation visits, the Regents may require reports on specific changes. Such reports may also trigger evaluation visits or provide information for scheduled visits.

3.1.7   Publications

All institutions operating in the state of Oklahoma shall detail prominently in all appropriate publications and promotional materials its current and complete accreditation status. Institutions shall not make misleading, deceptive, and/or inaccurate statements in brochures, catalogs, web sites, or other publications. Disclosure of the institution's complete accreditation status shall be in boldface print and in a manner reasonably calculated to draw the attention of the reader. Such disclosure must also include information about the transferability of courses. Failure to make required disclosures or the making of misleading statements about the institution's accreditation status is prohibited. These requirements also apply to unaccredited institutions that offer certificates or diplomas.

3.1.8   Student Complaint Process

In- and out-of-state institutions shall include student complaint procedures and a complaint appeal process in the student handbook or other student information documents and will provide enrolled and prospective students living in Oklahoma with contact information, upon request, for filing complaints against the institution at the institutional level.

In- and out-of-state institutions will also provide enrolled and prospective students living in Oklahoma with contact information, upon request, for filing complaints with the appropriate state agency or with the institution's accrediting body.

Information regarding filing complaints with the State Regents against an institution can be found in the Academic Affairs Procedures Handbook.

3.1.9   Teach-Out Agreements and Records Disposition

The Chancellor must be notified immediately if loss of institutional accreditation or closure is imminent. Official notification may originate from the institution or the accrediting agency, but must be received within ten working days of action taken against an institution. Institutions that face imminent loss of accreditation will arrange formal teach-out agreements with surrounding institutions as coordinated with the State Regents' office. Arrangements for loss of accreditation or closure should also include student notification (present and former students), processes for addressing issues relating to degree or course completion before the school closes, and detailed plans (including contact information and location and maintenance of the records) regarding issuing official transcripts and release of records. Additionally, specific procedures regarding the accrediting agencies' procedures and obligations under Title IV of the Higher Education Act will be followed.

3.2 FUNCTIONS OF PUBLIC INSTITUTIONS

3.2.1 Purpose

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. There are currently 25 institutions in the State System, including 2 research universities, 11 regional universities, and 12 community colleges.

3.2.2 Definitions

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

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

"Function" is the allocation of responsibility 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.

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

3.2.3 Research Universities

University of Oklahoma (OU)

Oklahoma State University (OSU)

The function of the two research universities include:

A. Both lower-division and upper-division undergraduate study in a number of fields leading to the baccalaureate or first-professional degree.

B. Graduate study in several fields of advanced learning leading to the master's degree.

C. Graduate study in selected fields leading toward the doctor's degree.

D. Organized basic and applied research.

E. Statewide programs of extension study and public service.

F. Statewide programs designed to promote the economic development of Oklahoma.

G. To the extent resources are available, to carry out limited programs and projects on a national and international scale.

H. Among the specific areas of responsibility to be undertaken by

OU is the provision of quality programs in the fields of fine and performing arts; whereas OSU has a unique responsibility in the fields of agriculture and technical education as outlined below.

I.   OSU-OKC and OSUIT Function - The function of Oklahoma State University's two technical Constituent Agencies (OSU-Oklahoma City and OSU Institute of Technology) include:

1.   Provide general education for all students.

2.   Provide lower division education in several fields of technical study and a limited number of Associate in Science degree programs as authorized by the State Regents using criteria outlined in the *Academic Program Approval* policy.

3.   Provide certificates and undergraduate technical and occupational educational degree programs (i.e., Associate in Applied Science-AAS degrees) that prepare individuals for immediate entry into the labor market, including both credit and non-credit programs designed to enhance job skills, promote workforce readiness and provide professional development.

4.   Provide programs of remedial and developmental education for students who lack required high school academic requirements for college admission or competency in the basic academic skills areas, consistent with the *Remediation* policy.

5.   Offer a limited number of bachelor in technology degree programs as authorized by the State Regents that build on AAS programs and enhance workforce preparation using criteria outlined in the *Academic Program Approva*l policy.

6.   Evaluate opportunities for providing education, service and/or training consistent with the statewide technical mission of these constituent agencies.

7.   Participate in programs of economic and community development independently or in cooperation with public and private entities.

8.   Perform other special programmatic responsibilities as authorized by the State Regents. Criteria for consideration of programs outside of the function described herein are outlined in the *Academic Program Approval* policy.

3.2.4   Regional Universities

Cameron University (CU)
East Central University (ECU)
Langston University (LU)
Northeastern State University (NSU)
Northwestern Oklahoma State University (NWOSU)
Oklahoma Panhandle State University (OPSU)
Rogers State University (RSU)
Southeastern Oklahoma State University (SEOSU)
Southwestern Oklahoma State University (SWOSU)
University of Central Oklahoma (UCO)
University of Science and Arts of Oklahoma (USAO)

The functions of the 11 regional universities include:

A.   Both lower-division and upper-division undergraduate study in several fields leading to the baccalaureate degree.

B.   A limited number of programs leading toward the first-professional degree when appropriate to an institution's strengths and the needs of the state.

C.   Graduate study below the doctor's level, primarily in teacher education but moving toward limited comprehensiveness in fields related to Oklahoma's manpower needs.

D.   Extension and public service responsibilities in the geographic regions in which they are located.

E.   Responsibility for institutional and applied research in those areas related closely to their program assignments.

F.   Responsibility for regional programs of economic development.

G.   Perform other functional or programmatic responsibilities as authorized by the State Regents. Criteria for consideration of programs outside of the function described herein are outlined in the *Academic Program Approval* policy.

Three regional institutions currently offer programs leading to the first-professional degree: SWOSU offers a Doctor of Pharmacy (Pharm.D.); NSU offers a Doctor of Optometry (O.D.); and LU offers a Doctor of Physical Therapy (D.P.T.).

USAO has the special function as the state's public liberal arts and sciences college.

3.2.5   Community Colleges

Carl Albert State College (CASC)
Connors State College (CSC)
Eastern Oklahoma State College (EOSC)
Murray State College (MSC)
Northeastern Oklahoma A&M College (NEOAMC)
Northern Oklahoma College (NOC)

Oklahoma City Community College (OCCC)
Redlands Community College (RCC)
Rose State College (RSC)
Seminole State College (SSC)
Tulsa Community College (TCC)
Western Oklahoma State College (WOSC)
The function of the 12 public community colleges include:

A.   Provide general education for all students.

B.   Provide education in several basic fields of study for those students who plan to transfer to a university and complete a baccalaureate degree.

C.   Provide one- and two-year programs of technical and occupational education to prepare individuals to enter the labor market.

D.   Provide programs of remedial and developmental education for students who lack required high school academic requirements for college admission or competency in the basic academic skills areas, consistent with the remediation policy.

E.   Provide both formal and informal programs of study especially designed for adults and out-of-school youth in order to serve the community generally with a continuing education opportunity.

F.   Carry out programs of institutional research designed to improve the institutions' efficiency and effectiveness of operation.

G.   Participate in programs of economic development independently or with universities to meet the needs of each institution's geographic service area.

H.   Perform other special or programmatic responsibilities as authorized by the State Regents. Criteria for consideration of programs outside of the function described herein are outlined in the *Academic Program Approval* policy.

3.2.6   Constituent Agencies

OU Health Sciences Center
OU Law Center
OU Geological Survey
OU Tulsa
OSU College of Veterinary Medicine
OSU Agricultural Experiment Station
OSU Agricultural Extension Division
OSU Institute of Technology – Okmulgee
OSU Oklahoma City
OSU Center for Health Sciences

In addition to the statements of functions set forth by the State Regents for the 25 institutions of the State System, each constituent agency also has been authorized by law and by State Regents' action to carry out certain programs and projects.

3.2.7 Branch Campuses

The Oklahoma legislature has created the following branch campuses:

CASC-Sallisaw

CSC-Muskogee

CU-Duncan

EOSC-McAlester

LU-Tulsa

NOC-Enid

NSU-Broken Arrow and Muskogee

NWOSU-Enid and Woodward

OSU-Tulsa

RSU-Bartlesville and Pryor

SEOSU-McCurtain County

SWOSU-Sayre

A. General functions of branch campuses include:

1. Assessing the community's higher education needs.

2. Providing courses and programs that are part of the institution's assigned functions within limits of available resources.

3. Offering community services through programs of continuing education and public service.

4. Providing concurrent enrollment opportunities for area high school students.

5. Coordinating and facilitating the delivery of courses and programs from other regionally accredited colleges and universities as necessary.

B. Branch Campus Standards

All State Regents' policies relating to the offering of academic courses and programs, including program approval and review, admission and retention, student and program assessment, and electronic media apply. Colleges and universities may offer any courses or programs approved by the State Regents at both the home campus and branch campus without seeking State Regents' further approval, except as noted in section 3.2.7.C. Credit earned at branch campuses is considered resident credit.

C. Branch Campus Individual Functions

The following branch campuses have site-specific functions:

1. EOSC-McAlester

EOSC is authorized to offer lower division courses and programs in McAlester. Institutions having a historical presence in McAlester (East Central University, Southeastern Oklahoma State University, the University of Oklahoma, and Oklahoma State University) may have first opportunity to serve the upper-division and graduate needs.

2. LU-Tulsa

LU-Tulsa is authorized to offer upper division undergraduate and graduate programs consistent with Senate Bill No. 1426 of the 1998 Oklahoma legislature.

3. NSU-Broken Arrow

NSU-Broken Arrow may offer upper-division undergraduate and graduate programs.

4. NSU-Muskogee

NSU is authorized to offer upper-division programs in Muskogee.

5. NWOSU-Enid

NWOSU-Enid is authorized to offer upper division and graduate courses and programs within its stated function. NWOSU-Enid will provide lower-division courses supporting its teacher education programs.

6. OSU-Tulsa

OSU-Tulsa is authorized to offer upper-division undergraduate courses and baccalaureate degree programs consistent with Senate Bill No. 1426 of the 1998 Oklahoma legislature.

3.2.8 University Center of Southern Oklahoma (UCSO)

The State Regents are responsible for the coordination and approval of courses and programs offered at the UCSO. The purpose of the UCSO is to deliver public higher education opportunities to the people in the Ardmore area. Participating institutions at UCSO are authorized to offer courses and programs within their assigned functions. ECU and SEOSU are authorized to offer upper-division and graduate courses and programs. ECU and SEOSU will coordinate courses and programs to avoid duplication. MSC is authorized to offer lower division courses and programs. (See the State Regents' *University Center of Southern Oklahoma Policy.*)

3.2.9 OU/OSU Graduate Education and Research Center, Tulsa

70 O.S. §4673 (2001) authorized the State Regents to establish the University of Oklahoma/Oklahoma State University Graduate Center at Tulsa and provide for a joint consortium for research as part of the Center. The function and operation of the Center recognizes the statewide graduate education and research functions of OU and OSU and

is specified by the Oklahoma State Regents for Higher Education as follows:

A. Function

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

 1. Graduate Education

  Programs of the two State System research universities in Tulsa will be extensions of and closely coordinated with the programs on the universities' other campuses. The universities may, with State Regents' approval, offer new programs to meet specific community need. Graduate courses as well as graduate certificate and degree programs offered by OU and OSU will be managed as specified in the operation section of this policy. Program offerings affiliated with the OU Health Sciences Center and the OSU Center for Health Sciences are excluded from this policy.

 2. Research

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

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

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

  d. The Center may enhance the opportunity for collaborative research among other universities in the region, including The University of Tulsa.

  e. The Center will promote and facilitate the sharing and/or joint acquisition of library materials, equipment, or learning materials for Tulsa programs between OU and OSU where practical and feasible.

B. Operation

 1. Location

  The Center's activities will take place at facilities provided by OU and/or OSU.

2.   Management

The Center will be jointly managed by OU and OSU.

3.   Faculty and Staff

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

4.   Coordinating Council

a.   Membership. The membership of the Coordinating Council will include an equal number of faculty and staff representatives from each university, and the presidents of OU and OSU or the president's designee. The chairmanship and vice-chairmanship will rotate annually between the president of OSU and the president of OU or assigned designees.

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

5.   Research Advisory Council

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

6.   Graduate Programs

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

a.   Admission

Students may apply for admission using a single application form. Students seeking admission will be evaluated in the same manner as students applying on the home campus of the admitting university. In most cases this evaluation will include review by an admissions committee of faculty drawn from the degree program. Consistent with the policies of the respective universities, students may transfer between degree programs offered by OU and OSU in

Tulsa without additional application fees.

b.   Academic Advising

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

c.   Enrollment and Transferability of Courses

Once admitted, students may enroll in any courses for which they meet the prerequisites, and the courses completed may be transferred between OU and OSU. All OU and OSU graduate courses taken by a student in Tulsa will be treated as resident credit by both OU and OSU; provided the majority of hours applied toward a degree or certificate are earned from the degree or certificate granting institution. Individual programs may have more restrictive residency requirements.

d.   Cooperative Programs

When possible and desirable, the two universities will share courses and provide cooperative degree programs in which students may eventually choose an OU or an OSU track.

7.   Funding

OU and OSU will annually submit budget requests to the State Regents for graduate instructional offerings and research activities in Tulsa.

The State Regents will allocate funds directly for graduate instructional offerings and research functions in Tulsa. Each institution shall be responsible for the collection and retention of tuition and fees, and be accountable for all funds allocated for graduate education and research in Tulsa.

3.2.10   OSU-Tulsa Operating Policy

A.   Purpose

In 1998 70 O.S. §4673, established a branch institution of Oklahoma State University (OSU) called Oklahoma State University - Tulsa (OSU - Tulsa) which is authorized to offer upper division undergraduate courses and baccalaureate degree programs as specified in this operating policy.1

This operating policy regulates the delivery and support of baccalaureate degree programs by the managing and participating universities. Rogers University - Tulsa was the managing institution until January 1, 1999 at which time OSU -

Tulsa became the managing institution. The participating universities are the University of Oklahoma (OU), OSU (until January 1, 1999 when it became both the managing and a participating institution), Northeastern State University (NSU), and Langston University (LU).

The managing institution contracts for courses and programs leading to the baccalaureate degree and provides services as detailed in this policy. The managing institution has the authority to draw upon State System institutions as well as other regionally accredited universities for the delivery of programs and courses subject to these policy provisions. The participating universities provide the courses and programs and academic support services as detailed in this policy. This policy relates only to credit offerings.

The purposes of this operating policy are to:

1.   Delineate the programmatic delivery responsibilities of the managing and participating universities.

2.   Specify the operating policy for implementing a seamless system of student services consistent with federal law and accreditation standards.

3.   Present the method of payment for direct instructional costs provided by the participating universities during the fiscal year.

B.   Service Standards

Delivery of academic degree programs, courses, and support services are subject to the quality standards specified in the Policies and Procedures Pertaining to the *Electronic Delivery of Courses and Programs and Policy and Procedures Pertaining to Off-Campus Programs and Courses*, and requirements and standards of national and regional accrediting associations. In summary, students will have access to facilities, learning materials, and academic support services on the same basis as students in the same course(s) taught on the participating universities' campuses.

C.   Academic Degree Programs

1.   Participating Universities

OU, OSU, NSU, and LU are recognized as the original and anchor universities in Tulsa. In contracting for programs and courses, the managing institution shall first investigate the feasibility of such offerings with these four institutions. The managing institution may contract with other universities as detailed further in this policy including the requirement that LU's historic role in Tulsa and its urban mission assignment by the Oklahoma State Regents for Higher Education be recognized and maintained. Programs at OSU - Tulsa

will not duplicate those offered by LU as part of its Tulsa Urban Center program. Additionally, the number of degree programs offered by NSU and LU shall not be diminished or duplicated.

2.   Level of Program and Course Offerings

OSU - Tulsa offerings are restricted to upper division undergraduate courses and baccalaureate degree programs. Courses offered at the undergraduate level shall not duplicate those offered by Tulsa Community College (TCC).   (Refer to the *OU/OSU Graduate Education and Research Center, Tulsa, Function and Operating Policy* regarding graduate level courses and programs.)

3.   Program Approval Authority

State Regents' approval is required as follows:

a.   For any addition or deletion of universities providing courses and programs at OSU – Tulsa.

b.   For any change in existing LU program offerings. State oversight of the Langston urban offerings in Tulsa is consistent with the state's civil rights commitment regarding LU.

c.   For any new program not offered on the participating university's home campus.

4.   Program Selection Criteria

Within the fiscal, function, mission, and duplication constraints and giving due consideration to the historic role of provider universities, the managing institution will select programs using the following criteria:

a.   Quality: The primary criterion for selection is quality of program as determined by OSU - Tulsa using the following quality indicators:

i.   standards in the State Regents' *Academic Program Review Policy*,

ii.   accreditation status of programs, and

iii.   results from the assessment process as detailed below.

b.   Collaborative/Innovative Offerings: Joint and collaborative offerings of programs at OSU - Tulsa by two or more participating universities are encouraged.

5.   Discontinuation of Programs

a.   Notice: No program will be discontinued, suspended, or deleted by either the participating

or the managing university without at least two semesters of advance notice, excluding the summer semester.

    b.   Student Completion: The managing and participating universities will be responsible jointly for assisting students in the completion of discontinued programs.

6.   Program Assessment

Each year the participating universities will provide the managing university copies of the most recent documents:

    a.   A summary of program accreditation reports for approved programs at OSU - Tulsa that are subject to program accreditation;

    b.   Program reviews submitted to the State Regents for each approved program offered at OSU - Tulsa with results separated for OSU - Tulsa if separate results are available; and

    c.   The current version of the participating university's academic plan as submitted to the State Regents.

Students at OSU - Tulsa will be assessed under the State Regents' *Assessment Policy.* Two levels of assessment apply: program outcomes assessment and the assessment of student satisfaction.

    d.   Program Outcomes Assessment

Program outcomes assessment will be conducted by the participating university offering the degree program. This assessment measures how well students are meeting stated program goals and objectives. Assessment results will be incorporated into the respective academic program reviews and shared annually with the managing university in a manner which separately reports and identifies assessment and program review results at OSU - Tulsa to the fullest extent possible.

    e.   Assessment of Student Satisfaction

OSU - Tulsa is responsible for assessing student satisfaction with activities and services that collectively constitute their academic experiences. Assessment results will be shared with the participating universities.

7.   Academic Program Responsibility

The participating university offering the degree program is responsible for:

a.   appointing and employing all faculty who offer instruction in the program,

b.   controlling the curricula of the program,

c.   awarding all credit and degrees in the program, and

d.   conducting the course evaluations.

Faculty members will be governed by the employing university's personnel policies, including promotion, tenure, evaluation, and compensation. Joint faculty appointments may be considered. The managing institution's responsibility regarding the program is detailed above. Other participating universities may supply service and support courses for the degree program consistent with their program assignments.

8.   Program Advertising and Related Publications

The managing institution is responsible for publicizing courses and degree programs delivered under contract by the participating universities. Advertising will be coordinated with the participating universities. In all references to degree programs, the participating university offering the degree program will be identified. Participating universities may, at their own expenses, publicize and market their respective courses and degree programs.

9.   Course Offerings

Scheduling of course offerings by the participating universities will be coordinated with OSU - Tulsa. The determination of course offerings and course specific decisions including staffing, size limits, course content, enrollment prerequisites, and cancellations are the responsibility of the participating university offering the course. The managing institution will be notified of the requirements and any resulting decision affecting a course.

The participating university is responsible for determining the need for an additional class section after publication of the OSU - Tulsa Schedule of Classes. Because of funding requirements, a decision by a participating university to add an additional section must be approved by OSU - Tulsa.

OSU - Tulsa will publish a schedule of classes each semester and will set deadlines for the submission of course schedules from each participating university. Each participating university is responsible for

scheduling courses to ensure completion of degree requirements in a reasonable time period.

10. Academic Calendar

OSU - Tulsa will publish an Academic Calendar each semester that will show dates for registration, drop/add and withdrawal actions, semester start and ending times, holidays, audit deadlines, grade submission, and other academic deadlines. The Academic Calendar will conform to State Regents' requirements for regularly scheduled classes in the summer, fall, and spring terms. Regular semester starting, ending, and break dates must be consistent. Classes offered in an irregular semester format will adhere to the State Regents' *Academic Calendars Policy.*

11. Resident Credit

Courses taken from the participating universities and TCC will count as resident credit for all degree programs offered at OSU - Tulsa, subject only to degree requirements and consistent with the requirement that bachelor's degrees will be based on a minimum of 60 hours from a baccalaureate degree institution.

D. Academic Student Services

This section establishes policy to implement a seamless system of student services. The participating universities in cooperation with the managing institution will establish and operate a centralized office of student services to provide a variety of services as detailed below. Generally, the managing institution has the responsibility for providing and maintaining the office, including providing front-line staff. The participating universities will provide academic support staff who will have the responsibility for making academic decisions, maintaining the integrity of the academic records, and ensuring that the institutions remain in compliance with all accreditation regulations and federal laws.

1. Central Office of Student Services

A central office will be established for the convenience of students and staffed by representatives of each of the participating universities under the general direction of OSU - Tulsa. Space for the centrally located academic service center will be provided by OSU - Tulsa. The purpose of the Center is to provide information and services to prospective and current students regarding degree programs, academic advisement, admission, financial aid, and academic records from each participating university as detailed below.

The participating universities will staff the office with

qualified admissions, financial aid, and other academic service support staff. OSU - Tulsa will provide computer connections enabling access to the records systems at each participating university home campus. The participating universities will provide access to their records systems by their respective staff in the academic service center. Official transcripts from each of the participating universities will be available to both current and former residents.

2. Student Admission

All students will be admitted to a participating university in accordance with the degree program elected by the student and using the program admission standards of the appropriate university. Authority to admit students rests solely with the participating universities. A common application form will be developed in cooperation with the managing university and used by all of the participating universities.

Undecided or non-degree seeking students who meet the State Regents' transfer requirements may be admitted by one of the participating universities and permitted to complete up to nine credit hours before being required to be admitted to a degree program consistent with the State Regents' *Admission Policy.*

A reciprocal admission policy requires the other participating universities to recognize the admission action taken by one participating university. Once admitted, students are eligible to enroll in courses offered by any of the other participating universities with the consent of their academic advisors and if course prerequisites are met. Permission to enroll in another university's course does not result in admission to that university.

Participating universities will enforce the suspension actions taken by another participating university as well as academic or financial holds placed on a student's enrollment. The managing university will not enroll students who have holds.

3. Student Enrollment

The managing university is responsible for the enrollment of students in courses listed in the OSU - Tulsa class schedule. A student's enrollment in a participating university course cannot be initiated until the student is admitted to a participating university (see previous section). Students previously admitted to a degree program offered on the home campus of a participating university are eligible to enroll as an

admitted student in courses offered at OSU - Tulsa. Verification of a student's admission status as a prerequisite for enrollment is the responsibility of the student's admitting university.

Changes in a student's enrollment status (drops, adds, withdrawals) that result in a grade on the student's academic record must be approved by the participating university. The managing institution will transfer electronically changes in enrollment to the participating university on a daily basis.

4.   Academic Advisement

The participating university is responsible for funding and delivering academic advisement services at OSU - Tulsa for students admitted to its contracted degree programs. Faculty or qualified staff advisors will be available to advise for each degree program offered at OSU - Tulsa. Provisions will be made for regular advisement sessions on an individual student basis and supplemented as needed using technology.

5.   Financial Aid

Authority and responsibility for administering Title IV funds for participating university students attending OSU - Tulsa rest with the participating university to which the student is admitted. Each university will employ financial aid counselors to assist students in completing financial aid application forms, to inform students about the various types of financial aid, to monitor the student award process, and to coordinate the disbursement of financial aid. Aid disbursement procedures will be designed so that the student will not be required to travel to the main campus of the participating university.

A reciprocal financial aid agreement will be established among the participating universities that enable a student to use financial aid received from their respective universities to pay for courses taken from another university at OSU - Tulsa. The managing institution will provide computer support to enable access to the financial aid record system at the participating universities' campuses.

The managing institution will provide each participating university a fee waiver allocation for the fiscal year according to a formula approved by the governing board of OSU - Tulsa. The total fee waiver allocation will be determined in accordance with State Regents' policy. The participating university will administer the fee waiver allocation. Fee waivers will be awarded through

the financial aid voucher system at OSU - Tulsa. Fee waivers may be applied to any course offered by a participating university taught on the Tulsa campus. The managing institution will report fee waivers to the State Regents.

The managing institution, in cooperation with the participating universities, will develop policies and procedures for the administration of "third party" financial aid. "Third party" aid includes scholarships and grants from private and public organizations, employee reimbursement plans, and other student financial assistance exclusive of Title IV funds and fee waivers. The source and amount of "third party" aid received must be reported to the Financial Aid Office of the student's admitting institution.

6. Student Records

The participating universities are responsible for admitting their respective students and verifying their eligibility for enrollment, maintaining official transcripts, and maintaining the official student academic records. The official academic records for students enrolled at OSU - Tulsa will be created and maintained by the participating university that admits the student. Faculty members are responsible for submitting grades for all students enrolled in their courses directly to their respective university's registrar. Grade changes for students enrolled in the respective participating university courses will be made according to the policies and procedures of the participating university offering the course. The registrar of the participating university initiating the grade change will notify the student's admitting university if the course was taken for transfer credit.

The individual participating universities are responsible for creating, maintaining, and issuing official grade transcripts.

The managing institution will have access to student records maintained by the respective participating universities through electronic transfer to record information, or electronic "read only" access to the participating university's computer record system.

A procedure will be established in which grades for courses taken from another participating university are shared with the student's degree-granting university. The transfer course work will be posted to the student's academic record without any action required by the student.

7. Course Availability

Participating universities will provide a course rotation plan that ensures that students have the opportunity to complete degrees in a timely manner.

8. Student Complaints and Discipline

Policies and procedures of the respective participating universities apply to cases of academic misconduct and student complaints regarding academic issues. The managing institution's policies will apply to cases of non-academic misconduct.

9. Student Council

A Student Council will be established by OSU - Tulsa. Student representatives from each of the participating universities will compose the Council. (A policy will be developed by OSU - Tulsa in cooperation with the participating universities regarding the operation of the Council.)

E. Faculty and Instructional Support

As previously noted, the respective participating universities appoint and employ all faculty members in their academic program areas. Faculty members are governed by the respective participating universities' personnel policies. Regarding faculty support, both the managing and participating universities share responsibilities.

1. The managing institution is responsible for providing the following services to faculty: access to on-site resources and services including library facilities, computer labs, computer network to home campus, furnished offices, postal services, duplication services, and telephones.

2. The participating universities will provide support and professional opportunities for faculty assigned to OSU - Tulsa comparable to that provided to faculty on the main campus.

The managing institution is responsible for providing instructional space for courses offered by the participating universities. Priority will be given to classroom needs in the allocation of space.

The managing institution will provide technical staff for interactive video courses. The participating universities will provide staff responsible for the delivery of course materials to students and the transmission or mailing of student course materials to the instructor.

The managing institution will provide the equipment and/or software for courses offered at OSU - Tulsa on the same basis that the participating universities provide

the equipment and/or software on their respective main campuses.

The managing institution will consult with the participating universities in the planning of facilities and instructional equipment for classroom instruction.

Faculty Council: A Faculty Council will be established to review and make recommendations on appropriate issues at OSU - Tulsa and will operate according to policies and procedures adopted by OSU - Tulsa. Faculty representatives from each of the participating universities will compose the Council.

F. Student Activity and Support Services

1. OSU - Tulsa is responsible for providing and funding non-academic student activity program and support services. OSU - Tulsa is authorized to assess and collect student activity fees in accordance with State Regents' policies.

Students with Disabilities: OSU - Tulsa is responsible for documenting the disability and the provision of the appropriate accommodation for students who identify themselves as having a disability and who request accommodation in order to participate in a course or other academic requirement for completion of a degree. OSU - Tulsa will forward this information to the appropriate participating university's office for appropriate action. The participating university is responsible for ensuring that faculty cooperates as needed. The participating university will provide OSU - Tulsa information regarding its policies for distribution to students who identify themselves as having a disability to ensure access to the information if they wish to pursue a grievance on the basis of disability.

G. Support for Participating University Resident Staff

Participating universities will maintain a resident staff at OSU - Tulsa. Each participating university will appoint a chief academic officer (hereafter referred to as the institutional representative) whose office will be located at OSU - Tulsa. Funding and staffing of the office and the purchase and maintenance of computer and office equipment are the responsibility of the participating university. OSU - Tulsa will provide office space, office furniture, computer service connections, telephone and duplication equipment, and postal services. The participating university will be invoiced for actual costs of telephone and duplication services and postage provided by OSU - Tulsa.

Operating Council: An Operating Council composed of the participating universities' institutional representatives and chaired by an OSU - Tulsa official will meet on a regular basis to ensure a high quality educational experience for all OSU - Tulsa

students and to ensure the adequacy of support services for the successful operation of all participating universities.

H.   Program Contracting Budget

The budget of OSU - Tulsa has two parts:

1.   The instructional budget, which is based upon the contract cost matrix for direct instructional costs of each course section; and

2.   The non-instructional budget, for the remaining functions of the Educational and General Budget.

The State Regents will allocate state-appropriated funds to each provider university for courses offered based on the cost matrix. The Regents will allocate student fees and other revolving fund revenue to OSU - Tulsa for support of the non-instructional budget and state-appropriated funds as needed.

I.   OSU-Tulsa, Langston University Programs

The following list represents Langston University programs that are recognized and authorized for the Tulsa urban program:

Accounting option under the BBA in Business Administration

Business Administration, BBA

Computer Science, (See below.)

Information Systems Management option under the BBA in Business Administration (Modified as requested by Langston University and approved by the State Regents on December 9, 1994.)

Corrections, BS

Economics option under the BBA in Business Administration

Elementary Education, BSEd

Gerontology, BA

History, BA

Liberal Education (BALE), BA

Organization Management option under the BBA in Business Administration

Nursing, BSN

Psychology, BA

Secondary Education, BAEd

Sociology, BA

McAlester approved October 18, 1996. NWOSU-Enid and NOC in Enid approved October 18, 1996. Revised June 30, 1999. NWOSU-Woodward approved October 18, 1996. OGERC approved June 30, 1998. Revised June 27, 2002. OSU-Tulsa approved June 30, 1998. Revised June 21, 2012. Revised October 25, 2012.

3.3 FUNCTION OF RESEARCH IN THE STATE SYSTEM

3.3.1   Purpose

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. This 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.

3.3.2   Research Universities

The research universities are responsible for the conduct of departmental research to improve instruction in the various academic disciplines, for institutional research leading to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations, and for the conduct of organized research. In addition, the unutilized research potentials of the research universities may be brought to bear upon the research and training problems of government and industry through the conduct of externally financed contract research to the extent that the primary functions of the university are properly preserved.

3.3.3   Regional Universities

The regional universities are responsible for the conduct of departmental research to improve instruction in the various academic disciplines and for institutional research leading to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations. In addition these universities may, to the extent that faculty resources are unutilized and basic institutional functions are properly protected, respond to the needs of government and industry for the conduct of education and training activities requiring certain elements of evaluation and research.

3.3.4   Community Colleges

The community colleges are responsible for the conduct of departmental research to improve instruction in the various academic disciplines and for institutional research leading to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations.

3.3.5   State Regents

The State Regents are responsible for the conduct of research with regard to overall coordination and planning in Oklahoma higher education, including the formulation of goals and objectives, functions and programs of institutions, standards of education, degrees, finances, student fees, and other research involving the coordination of two or more institutions or types of institutions in the State System pursuant to

Article XIII-A of the Constitution of Oklahoma.

3.4 ACADEMIC PROGRAM APPROVAL

3.4.1 Purpose

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 are 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 applied consistently.

To facilitate the discharge of these responsibilities, the following policy will be used in submitting and evaluating requests for new academic programs as defined below. The policy requirements are designed to match the internal institutional processes where possible, so that institutions are not required to duplicate efforts.

Program initiation is one method by which the State Regents and the institutions keep the academic curriculum current and relevant in terms of meeting present and future needs of the state and the region. These needs are both societal and occupational in nature. The State System recognizes and supports the tradition of liberal arts education and the need for higher education programs which offer individual and societal benefits that are independent of market demand considerations. Such programs provide immeasurable returns to the state by instilling in citizens a capacity for advanced learning and an understanding of the fundamentals of civilization. Similarly, the State System recognizes and supports providing the educational services to meet the occupational needs of the state and its citizenry.

The primary purposes of this policy are:

A. To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.

B. To respond to existing and emerging technological, social, cultural, scientific, business/industry, and economic needs.

C. To provide to citizens a variety of high-quality opportunities for intellectual growth.

D. To make programs reasonably accessible to academically qualified citizens of the state.

E. To utilize the state's and the institutions' resources effectively and efficiently.

F.   To delineate the procedures to request approval of addition, modification, and deletion of instructional programs.

3.4.2   Definitions

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

"Academic Plan" is an annual report submitted to the State Regents by institutions that provides a mechanism to view each institution's accomplishments, priorities, and aspirations about current and future plans including, but not limited to, academic efficiencies and priorities, learning sites, strategic plan, enrollment projections, and technology.

"Consortial Agreement" is an agreement between two or more institutions enabling a student to take coursework simultaneously at a "host institution" and have those courses count toward a certificate or the academic degree program at the "home institution" for the purpose of completing a degree. For the purpose of this policy, the student's home institution is the institution that will grant the student's certificate or degree and the host institution is the institution that offers coursework toward an academic program in an agreement with another institution, but will not award the certificate or degree.

"Course of Study" is a sequentially organized series of educational experiences designed to culminate in the awarding of an academic degree or certificate. For the purpose of this policy, instructional programs and courses of study will be considered synonymous.

"Dual Degree Program" is a program in which a student is enrolled in two or more institutions and is awarded separate degrees bearing the names, seals, and signatures of each individual institution.

"Joint Degree Program" is a program in which a student may study at two or more institutions and is awarded a single academic degree bearing the names, seals, and signatures of each of the participating institutions.

"Program" is 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.

"Reverse Transfer" is a process in which credit hours earned by students after transfer to another institution may be applied to certificate or degree requirements at a previously attended institution or institutions. State Regents' policies regarding requirements and standards for awarding an undergraduate certificate or degree shall apply.

"Substantive Change" is a modification to academic certificate or degree program requirements from those that were last approved by the State Regents, which will change the requirements for a student to complete the program of study. Substantive changes include, but are not limited to, changes in total number of required credit hours for the program, changes in required courses for the program, and changes in admission standards for the program.

3.4.3   Instructional Programs and Courses

Instructional programs require State Regents' approval for any program of study that results in a certificate or degree, and any designated pattern of courses within an existing major including a new option, specialization and concentration that will be identified on the transcript, diploma, or degree. Minors are a coherent set of courses in a discipline or interdisciplinary grouping other than a student's degree program, and are exempt from this policy.

The terminology for the aggregation of courses into different levels of academic offerings varies from institution to institution. Within the State System, no consistent or uniform use of the terms "major," "option," "emphasis," or "degree" exists. In the interest of clarity, this policy will use the following terminology in referring to different levels of aggregation levels of courses.

A.   Levels of Instructional Programs

  1.   Level I

      Aggregations of courses referenced in State Regents' policy. These are (inclusive): Certificate, Associate in Arts, Associate in Science, Associate in Applied Science, Bachelor of Arts, Bachelor of Science, Bachelor of (Specialty), Graduate Certificate, Master of Arts, Master of Science, Master of (Specialty), Doctor of Philosophy, Doctor of (Specialty), and First Professional Degree.

  2.   Level II

      Aggregations of courses that appear in the institutional catalog or on the student's diploma. These vary greatly from institution to institution and include (not inclusive): Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Recreation, Master of Education, Associate in Applied Science in General Technology, and Doctor of Engineering.

  3.   Level III

      Aggregations of courses with an institutional-unique instructional program code, as listed in the State Regents' inventory of degree programs. The nomenclature includes the discipline area. Examples include: Certificate in Horticulture, Bachelor of Arts in English, Associate in Science in Physical Science, Graduate Certificate in Cybersecurity Technology, Master of Education in Secondary Education, and Doctor of Philosophy in Engineering.

  4.   Level IV

      Aggregations of courses under an umbrella degree program (Level III) that reflect subsets of the larger discipline and will usually share a common core

(approximately 50 percent) of course requirements, as well as having objectives consistent with the objectives of the Level III program. For example, a Level III Bachelor of Business Administration degree program might have the following Level IV courses of study: Finance, Management, Accounting, Information Systems, and General; or the Bachelor of Arts in English might allow concentrations in Literature, Creative Writing, and English Education.

All four levels of courses of study require State Regents' approval. Substantive changes in programs, including deletion, require approval of the State Regents. Nonsubstantive changes may be approved by the chief academic officer of the institution, but must be reported to the State Regents in a timely manner.

Alternative forms of delivery, including but not limited to consortial, dual, or joint degrees, are encouraged. Guidelines for proposing consortial, dual, or joint degree programs are provided in the State Regents' *Academic Affairs Procedures Handbook*.

B.   Addition, Modification, and Deletion of Courses

The State Regents recognize the primary role of the institution in initiating, reviewing, and authorizing course additions, modifications, and deletions. These course changes are subject to all other applicable State Regents' policies including the institutional function and program approval policies. The institutions are to exercise this authority in the spirit of Academic Planning and Resource Allocation (APRA) and are to avoid course proliferation and de facto program expansion.

Upon request, institutions shall submit a current list of courses offered.

C.   Uniform Course Numbering

In order to provide for a more effective and efficient system of the transfer of student's credits among institutions of Oklahoma higher education, the State Regents adopted the following uniform system of numbering for identification of courses offered at all institutions in the State System.

A course number will consist of four digits as follows:

1.   The first digit will denote the course level.

2.   The second and third digits will be used to identify the course within a department.

3.   The fourth digit will denote the number of semester hours credit of the course.

All courses offered at institutions should be numbered consistent with the course numbering system unless they are exempt by State Regents' action.

3.4.4   Program Request Procedures

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

A.   Letter of Intent

The 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 new program when received. Institutions will have 45 days from the date of the systemwide "letter of intent" to request a copy of the new program request for review. The "letter of intent" does not entail a commitment on the part of an institution to establish the program or on the part of the State Regents to approve the program. The "letter of intent" will be active for a period of one year and must be received by the Chancellor at least 30 days prior to the new program request. The "letter of intent" must indicate the locations or campuses where the program will be offered and the delivery method. The 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.

B.   Academic Plan

Demonstrate consistency with institution's academic plan.

C.   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.

D.   Submission of a New Program Request

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

E.   Content of the New Program Request Submission

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

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

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F.   State Regents' Staff Review of the Program Request

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

1.   Disapprove the program with a written explanation to the institution of the reasons for this action;

2.   Defer the program request until the institution meets specified criteria or provides additional information;

3.   Provisionally approve the program which will include a specified period of time for the program's operation with certain criteria developed in cooperation with the institution to be met if the program is to continue beyond the specified date; or

4.   Approve the program without qualification.

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

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

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

3.4.5   New Program Request Criteria

A.   Centrality of the Proposed Program to the Institution's Mission and Approved Function(s)

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan. The institution should list the objectives of the proposed program and explain how the proposed program relates to the institutional mission, academic plan and approved function(s). An evaluation will be made as to the centrality of the program to the institution's mission.

There are certain circumstances when institutions may request approval to offer programs outside their current function stated in the *Functions of Public Institutions* policy. For example, regional universities offer associate degrees, technical branches offer bachelor of technology degrees, etc. However, budget constraints, system efficiency and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis. Institutions requesting programs outside their approved programmatic function must thoroughly address all criteria specified in this section along with the remaining criteria.

1.   Provide detailed and documented local demand beyond general state and national labor department industry and occupational projections.

2.   Regional institutions requesting new or additional degrees outside of the institution's programmatic function must address the areas as indicated in this section. Program requests above the master's level must address, in detail, considerations including accreditation standards, budget, faculty, institutional infrastructure (i.e., faculty credentials, library resources, student services, etc.). Regarding associate degrees, there must be evidence the program is outside the capacity and expertise of the community college(s) or technical branches within the same service area. The program proposal must include a statement that documents consortial, joint, or partnerships were explored with community colleges or technical branches and are not feasible.

3.   Community colleges seeking to offer baccalaureate degree(s) or technical branches seeking to offer transfer or baccalaureate degrees must address significant considerations including capacity and infrastructure to increase the level of degree offerings. Particular considerations including accreditation standards, budget, faculty, institutional infrastructure (faculty credentials, library resources, student services, etc.) must be addressed. In addition, there must be evidence the program is outside the capacity and expertise of a regional university within the same service area. There must be a statement and documentation that consortial, joint, or partnerships with regional universities are not feasible.

4.   For new program requests outside approved programmatic functions, full and sustained funding resources must be demonstrated and documented.

B.   Curriculum

The curriculum should be structured to meet the stated objectives of the program, and the institution must 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. 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. 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 new program request. Where appropriate, the new program request will also include a description of how technology is used to accomplish educational objectives.

Where appropriate, the new program request must 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.

C.   Academic Standards

The admission, retention, and graduation standards should be clearly stated, must be equal to or higher than the State Regents' *policy requirements*, and should be designed to encourage high quality.

D.   Faculty

Faculty resources will be demonstrated to be adequate and appropriate for the proposed program, given the institution's mission, approved function and the character of the program to be developed. 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 will be summarized. The institution must demonstrate that core programmatic faculty possess the academic and research credentials appropriate to support the program.

E.   Support Resources

Access to qualitative and quantitative library resources must be appropriate for the proposed program, given the institution's mission, approved function and the character of the 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 will 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.

The integration of instructional technology in the program's delivery is often appropriate for further engaging the student as an active learner and enhancing the overall learning experience. Access to global sources of information as well as to other students and faculty through computing networks has become an important learning tool for all students, regardless of program. Where appropriate, the new program request will include a description of how instructional and information technology resources are incorporated into this program.

Physical facilities and instructional equipment must be adequate

to support a high quality program. The new program request must address the availability of classroom, laboratory, and office space, as well as, any equipment needs.

F. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. Thus, the institution should demonstrate demand for the proposed program.

1. Student Demand

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.

2. Employer Demand

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.

G. Complement Existing Programs

The proposed program should complement and strengthen existing programs at the institution. Existing programs can be strengthened and enriched when appropriate new courses and degree programs are added to the curriculum. It is preferable that a proposed program be based on the existing strengths of the institution rather than be composed entirely of new courses. An interdependence among degree programs helps to strengthen and broaden the educational base of the institution.

H. Unnecessary Duplication

The prevention and elimination of unnecessary program duplication is a high priority of the State Regents. Where other similar programs may serve the same potential student population, evidence must demonstrate that the proposed program is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program. Where appropriate, technology will be used to reduce or eliminate duplication of effort and utilize existing resources more efficiently.

Normally, proposed programs in undergraduate core areas consisting of basic liberal arts and sciences disciplines would not be considered unnecessarily duplicative. Unnecessary

duplication is a more specific concern in vocational/technical, occupational, and graduate and professional programs which meet special manpower needs. The institution submitting the new program request has the responsibility to provide evidence that the proposed program is not unnecessarily duplicative of similar offerings in the state.

In considering a program whose title or content implies duplication, the proposed program will be examined to determine the extent to which it duplicates existing programs. If duplication is found to exist, then the proposed program will be evaluated to determine whether the duplication is unnecessary. In making this determination, the following criteria will be evaluated:

1. Demand for the Program

   Evidence should be presented demonstrating that there is sufficient unmet demand for the program in one or more of the following areas to justify duplication:

   a. Student Demand

      Present evidence demonstrating student demand for the program and the extent to which that demand is not being adequately met by existing programs.

   b. Employer Demand

      Present evidence demonstrating demand from employers for graduates of this program and the degree to which that demand is not being adequately met by existing programs.

   c. Demand for Services or Intellectual Property of the Program

      Present evidence demonstrating the demand for the services (e.g., contracts, consulting, or community service) or the intellectual property (e.g., inventions and creative works) that would be produced by the students and faculty of the program and the degree to which this demand is not being adequately met by existing programs.

2. Alternative Forms of Delivery and Consortial, Dual, or Joint Degree Programs

   The new program request should address the feasibility of meeting the demand for the program through alternative forms of delivery, including electronic and on-site delivery of the program. When duplication is evident, the new program request should address the feasibility of consortial, dual, or joint degree approaches, including through electronic means, or program delivery in order to improve quality and more effectively utilize

resources.

I. 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 and sustain 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.

Proposed programs may be financially supported in several ways. Institutions must provide evidence of adequate funding which may include, but not be limited to:

1. Reallocation of Existing Resources

The institution must provide evidence of campus funds to be reallocated to the proposed program. The source and process of reallocation must be specifically detailed. An analysis of the impact of the reduction on existing programs and/or organization units must be presented.

2. Tuition and Fees from Students New to the Institution

The institution must provide evidence of a projected increase in total student enrollments to the campus.

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.

J. Program Review and Assessment

The institution must set forth 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 will include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

3.5   INTENSIVE ENGLISH PROGRAM APPROVAL AND REVIEW

3.5.1   Purpose

The State Regents' *Admission 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.

3.5.2   Definitions for the purposes of this policy

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

"Intensive English Program (IEP)" is 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.

"English for Speakers of Other Languages (ESOL)" is an academic discipline describing the language of, or instruction targeted to, non-native speakers of English.

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

"Teaching English to Speakers of Other Languages (TESOL)" is an academic discipline for preparation of teachers who will teach English to non-native English speakers including Teaching English as a Second Language (TESL) and Teaching English as a Foreign Language (TEFL).

"Test of English as a Foreign Language (TOEFL)" is the Educational Testing Service'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.

"NAFSA: Association of International Educators" is a member organization promoting international education and providing professional development opportunities to the field. NAFSA serves international educators and their institutions by setting standards of good practice, providing training and professional development opportunities, providing networking opportunities, and advocating for international education.

"American Association of Intensive English Programs (AAIEP)" is a professional organization that supports ethical and professional standards

for intensive English programs and promotes the well-being and educational success of English language students.

3.5.3   IEP Approval Process

To certify students who are non-native speakers of English for admission 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 (in the State Regents' Academic Affairs Procedures Handbook and available upon request) which emphasize the development of student language competencies that facilitate a successful transition to college academic work. IEPs that have received accreditation status from a United States Department of Education recognized accrediting body with specialization in intensive English language programs that also include consideration of the State Regents' policy requirements, may be allowed to have their accreditation review meet the criteria in this policy. The State Regents will provide specific criteria required to the accrediting body and the IEP for inclusion in the accrediting body's review in order to be considered in place of the review described in this policy (specifically section 3.5.4 IEP Standards). If these criteria are not thoroughly addressed, the State Regents may require a full review based on this policy. State Regents' requirements for review with the external accrediting body are found in the *Academic Affairs Procedures Handbook.* 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 ESOL professionals who possess graduate credentials and the necessary expertise and training 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

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 objects 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.

3.5.4   IEP Standards

This section defines the required program performance standards that State Regents' IEP evaluation teams will use to direct their review process. IEPs will be evaluated based on students utilizing the services of the program for purposes of admission under this policy. Students utilizing the program for other reasons will not be included in the IEP's evaluation.

A.   Language Program

1.   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.

2.   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.

3.   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).

4. Admission

   Student admission to the IEP shall rest with the program/institution and shall not be delegated to an external third party.

5. Curriculum

   a. Quality. The IEP will use current methods, materials, and technologies to provide effective language instruction designed to prepare students for college level work.

   b. Scope. The curriculum must specifically include listening, speaking, reading and writing skills, text genres, and content relevant to English for academic purposes.

   c. 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.

   d. Testing and Placement. Testing and placement shall be executed in accordance with professional standards.

   e. 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.

6. Assessment

   The IEP must utilize a formal system of assessment to include evaluation of personnel, courses, and student progress toward stated goals. Broad participation of faculty, staff, and students is required in the assessment process. Selection of assessment instruments and other parameters (target groups, scheduling of assessments, etc.) is the responsibility of the IEP. When appropriate, internationally standardized instruments should be employed. Data collected from assessments should serve as the basis for program modifications.

7. 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. The IEP

must offer a sufficient array of class levels to accommodate students' needs. To meet admission criteria, two-thirds of the 12 weeks of instruction must be at the advanced level.

B.   Administration

    1.   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.

    2.   Policy Description

The IEP administration or institutional administration must clearly articulate policies and employment practices.

    3.   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.

C.   Faculty

    1.   Full-Time

In order to maintain instructional continuity, there shall be a core of regularly employed teachers who teach a full load (as defined by the IEP) and receive an appropriate salary and fringe benefits.

    2.   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.

    3.   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.

    4.   Professional Development

Faculty shall have adequate opportunity and support for in-service training/professional development.

D. Student Services

    1. Advising

        Each student must be assisted with academic planning and have access to follow-up immigration counseling and a written grievance procedure.

    2. Orientation

        The IEP or the institution shall provide student orientation for the language program, the parent institution if applicable, and the local community.

    3. Extracurricular Activities

        The IEP or the institution shall address cross-cultural issues to assist student adjustment and have IEP students participate in extracurricular activities.

E. Finance

Refund Policy: The IEP or the institution must provide students with a written explanation of the refund policy.

F. 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.

3.6 COOPERATIVE ALLIANCES BETWEEN HIGHER EDUCATION INSTITUTIONS AND TECHNOLOGY CENTERS

3.6.1   Purpose

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.

3.6.2   Definitions

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

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

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

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

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

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

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

3.6.3   Principles and Goals

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

A.   To enroll more high school students in college;

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

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

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

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

3.6.4   Requirements of a Cooperative Alliance Agreement

A.   Conceptual basis

1.   The Cooperative Alliance is student-centered, focusing on an integrated learning experience for each student which has as its goal the completion of the AAS degree or college-level certificate program.

2.   The Cooperative Alliance offers AAS degrees and college-level certificate programs that focus on technical knowledge and skills in addition to general academic knowledge and skills that are useful in the workplace and for a higher quality of life and lifelong learning.

3.   A higher education institution partner will maintain an official college transcript for each student who enrolls in an approved course taught at the technology center and who chooses to take the course for college credit as part of a CAP.

4. All higher education partners and technology centers will participate in a statewide transfer equivalency matrix of technical courses maintained by State Regents for all approved courses in CAPs.

5. The Cooperative Alliance will focus on student success, including the completion of the AAS degree or college-level certificate program.

6. Each student at the technology center admitted to a higher education institution is a member of the collegiate community and receives services including academic advising, admission and enrollment, financial aid, career advisement, and job placement assistance. The provision of these services will be coordinated among partners in the Cooperative Alliance to insure consistency and to minimize duplication.

7. The Cooperative Alliance provides for student assessment consistent with State Regents' *Assessment Policy* (3.19) and accreditation standards.

8. The Cooperative Alliance provides for tracking of students in a seamless manner from first-time enrollment through graduation and initial employment, or transfer within the Oklahoma State System for Higher Education.

B. Scope

1. The Cooperative Alliance agreement supersedes all CAPs approved under the previous State Regents' *Guidelines for Approval of Cooperative Agreements between Technology Centers and Colleges* (3.6). All prior approved CAP's will be grandfathered under this agreement.

2. Through the Cooperative Alliance, the higher education institutions will offer AAS degrees and college-level certificate programs in disciplines in cooperation with technology centers where effectiveness and efficiency can be enhanced and where a student-centered, competency-based approach can be maintained.

3. Consistent with the State Regents' *Electronically Delivered and Traditional Off-Campus Courses and Programs Policy*, CAPs offered at technology centers are meeting the educational needs of the community.

4. With the approval of the Cooperative Alliance partners, CAPs may be added to the agreement. If the partners cannot agree, the Chancellor for State System and the State Director for CareerTech will arbitrate.

5. The Cooperative Alliance partners will jointly plan and implement appropriate faculty and staff development activities to benefit the CAPs.

6. The Cooperative Alliance partners will jointly plan and implement a sharing of physical and human resources to support the Alliance, its programs, and related activities.

C. Curriculum

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

2. All CAPs in place when the Cooperative Alliance agreement is approved are included and will be listed.

3. All continuing and future CAPs included in the Cooperative Alliance shall be subject to the State Regents' *Academic Program Approval and Academic Program Review* policies. The Criteria for Evaluation (3.4.6) include centrality to the mission, curriculum, academic standards, faculty, support resources, demand for the program, and complement to existing programs, unnecessary duplication, cost, and review.

4. An advisory committee composed of faculty, staff, employers, and practitioners assists in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the occupational community.

D. Quality Assurance

1. Faculty

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

b. Any exception to the foregoing must be approved by the appropriate designee for Academic Affairs at the higher education

institution.

      c.   An annual faculty assessment, including student evaluation of instruction, will be conducted in accordance with established guidelines and procedures of the higher education institution.

      d.   All adjunct faculty must meet established institutional college adjunct faculty minimum employment standards associated with the academic program/division under which the CAP courses will be offered. Faculty credentials must meet these standards and be approved for adjunct status prior to approval of courses for college credit in the CAP.

2.   Program Quality

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

      b.   An industry recognized certification relevant to the focus of the overall program content can be used as an additional assessment for the student and program relating to quality and rigor.

      c.   A specific full-time or dean-designated faculty liaison with at least a minimal level of content expertise provides annual review and alignment of courses offered for credit in the CAP. Faculty liaisons are members of the program advisory committee.

      d.   All CAPs will be included in the annual institutional program assessment activities.

      e.   To maintain quality of courses, the higher education institution will designate an appropriate individual to work as liaison between the technology centers and the higher education institution. The liaison will have a presence at the technology centers, will attend advisory committee meetings, counsel students, work with adjunct faculty, and keep the lines of communication open.

      f.   When the higher education institution does not employ full-time faculty in an Associate in Applied Science degree which is not taught at the institution, but is active at the technology center, the institution will thoroughly assess the need for it to offer such a program, especially if the program is available at another state system

institution. If determined to better meet the needs of the institution's service area if offered through the institution, the institution will designate a full-time faculty member with a minimal level of content expertise to oversee the program. If no internal faculty expertise is available, the institution will engage the expertise of faculty at a higher education institution that employs full-time faculty with expertise in the content area to ensure program quality and the designated faculty liaison as referenced in 3.6.4.D.2.c, will oversee the program, utilizing the outside expertise on a regular basis.

g.   The higher education institution may look to established national accreditations and course specific certifications standards for quality control. For example, programs accredited by CAAHP, FAA or computer industry certifications through CompTIA, Microsoft, ORACLE and CISCO, provide guidelines and competencies to ensure quality content.

3.   Advisory Committees

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

b.   Full-time institutional faculty will serve on advisory committees, in addition to the technology center faculty.

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

4.   Continuous Improvement

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

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

E. Criteria for admissions

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

    2. High school juniors and seniors are admissible as concurrent students to an Oklahoma State System of Higher Education college or university that offers AAS degrees and college-level certificate programs and enroll in only technical courses at the technology center as approved by the State Regents.

    3. High school students also must provide a letter of support from the high school counselor and written permission from a parent or legal guardian.

    4. High school students concurrently enrolled in college courses, including all courses in the CAP, may continue concurrent enrollment in subsequent semesters if they earn a college CGPA of 2.0 or above on a 4.0 scale (see State Regents' *Institutional Admission and Retention Policy*).

F. Student Support Services

    1. The higher education institutions and technology centers will provide integrated and comprehensive academic advising and support services to students enrolled as part of the Cooperative Alliance to insure effectiveness without duplication or redundancy of effort.

    2. Counselors and faculty at the higher education institution and the technology center may use the ACT PLAN score and ACT PLAN sub-scores (and other available test scores, such as the ACT, SAT, TABE, ACT Compass, Accuplacer), the student's previous academic record, recommendations from high school administrators/counselors/teachers, high school Plan of Study, and personal knowledge of the student to advise the student.

    3. High school students must be advised of the State Regents' *Institutional Admission and Retention Policy* (3.9.6.I.1) regarding the workload requirement of enrolling in a total number of credit hours combining college courses, including all courses in the CAP, and high school courses.

G. Financial

    1. The primary cost of instruction for technical courses in the CAPs taught at the technology center by the center's

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

    2.   Cost to Students

        a.   High school students, who are admitted to a higher education institution and enrolled in an approved CAP technical or occupational course offered at the technology center, shall not pay college tuition. However, there may be college fees charged that are applicable to all students.

        b.   Adult students, who are admitted to a higher education institution and enrolled in an approved CAP technical or occupational course offered at the technology center, shall pay to the technology center only the program tuition established by the center. Adult students shall not pay college tuition. However, there may be college fees charged that are applicable to all students.

        c.   College courses, such as general education, may be offered at the technology center by a higher education institution. The direct costs of instruction for these courses are borne by the higher education institution and the enrolled student will be charged the applicable college tuition and fees, payable to the institution.

H.   Marketing and Outreach

    1.   The marketing goals of the Cooperative Alliance are to create an awareness and to promote the advantages to potential students and to the community, including high school teachers, faculty, staff, administrators, governmental agencies, and employers.

    2.   All publications and advertisements will identify which higher education institution is awarding the credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements listed in the State Regents' *Institutional Accreditation Policy* (3.1.7) that prohibit higher education institutions or technology centers from making misleading, deceptive, and/or inaccurate statements in brochures, Web sites, catalogs, and/or other publications. Failure to comply with this requirement may result in the nullification of the Cooperative Alliance and all CAPs under that Cooperative Alliance.

I.   Institutional Reporting

An annual summary report on the performance of the Cooperative Alliance during the previous fiscal year is required, including information on enrollment, retention and graduation, assessment reports, financial arrangements, marketing endeavors, cost, and other notable accomplishments and challenges. This report shall be jointly prepared and submitted to the respective local governing boards.

3.6.5   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.

3.6.6   Reporting

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

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

3.7   ACADEMIC PROGRAM REVIEW

    3.7.1   Purpose

        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.

        Program review is the method by which the State Regents and the institutions evaluate proposed and existing programs. The primary purposes of program review are:

        A.   To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.

        B.   To respond to existing and emerging social, cultural, technological, scientific, and economic needs (including addressing the needs of business/industry).

        C.   To provide to citizens a variety of high-quality opportunities for intellectual growth.

        D.   To make programs commonly accessible to academically qualified citizens of the state.

        E.   To utilize the state's and the institution's resources effectively and efficiently.

        Informed decisions related to program initiation, expansion, contraction, consolidation and termination as well as reallocation of resources are among those that may result from the program review process.

        The policy that follows strikes a balance between legitimate needs for program improvement, public accountability and institutional autonomy in matters of internal management. Further, it recognizes the roles as defined by tradition and statute of institutions and their governing boards, and the State Regents. It is knowledge-based rather than opinion- and intuition-based; it requires conclusions be based on analysis and assessment of qualitative and quantitative information reviewed and

summarized in a written report by an internal or external team as defined in policy.

At the community colleges, programs culminating in associate in arts and associate in science degrees may be reviewed collectively instead of individually when there is no substantive major field of study.

3.7.2   Definitions

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

"Academic Plan" is an annual report submitted to the State Regents by institutions that provides a mechanism to view each institution's accomplishments, priorities and aspirations about current and future plans including technology, academic efficiencies, learning sites, strategic plan, academic priorities and enrollment projects.

"External Review Team" refers to academic peer evaluators from outside the institution who are proficient in the specialization pertinent to the academic program being reviewed. The peer evaluators will be made aware of the academic department's mission and the academic program's scope prior to the evaluation.

"Internal Review Team" refers to academic peer evaluators from within the institution who do not teach in the same program being reviewed.

"Low Producing Programs" do not meet the criteria measures specified in this policy.

"Program" is 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.

3.7.3   Institutional Autonomy and Responsibility

The philosophy of the State Regents supports institutional autonomy in matters of internal management. Therefore, each institution should assume primary responsibility for the review of proposed and existing programs consistent with governing board guidelines. This central role of the institutions is based on the concept that self-studies, reviews and evaluations, and subsequent recommendations must provide for institutional participation and be sensitive to institutional needs, e.g., accreditation requirements, internal plans, program improvement decisions, resource allocation patterns, etc. The process of review is also an institutional prerogative within the framework of the components specified in this State Regents' policy and general procedures.

3.7.4 Program Review Principles

All degree programs in the State System are scheduled for review on a five-year cycle. The review 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.

3.7.5 Program Review Criteria

Analysis and assessment of program review should be determined from an institutional perspective using the Program Review Criteria. The outcome of the qualitative and quantitative program review analysis shall be used to improve program quality and student learning as outlined in this policy. This section is designed to provide sufficient flexibility to accommodate the differences existing among Oklahoma's public institutions while ensuring their program review processes meet consistent measures. Recommendations may include: modifying, suspending, or deleting programs, as set forth in this policy.

The criteria listed below are designed to facilitate the analytical evaluation of the present goals and objectives, activities, outcomes, strengths and identify areas of improvement for the program. These criteria will form the basis for an institution's program review self-study. Each criterion should be applied to the program under review and addressed by whatever process the institution identifies as appropriate (i.e., internal or external review process).

A. Centrality of the Program to the Institution's Mission

An assessment and written analysis as to the centrality of the program to the institution's mission and in the context of the institution's academic plan are required. The purpose of the mission of an institution is to indicate the direction in which the institution is going now and in the future. The mission defines the fundamental reason for the existence of the institution. Together with the planning principles and goal statements, the mission reveals the philosophical stance of the institution with respect to education and learning while at the same time providing a framework for the maintenance of institutional

integrity and development.

B.   Vitality of the Program

Vitality of the program refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, clientele served, educational experiences offered, educational methods employed, including the effective incorporation of technology, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to insure the vitality of the faculty, students, and program.

1.   Program Objectives and Goals

Objectives should be written so that the need they address is clear; program outcomes can be assessed; and program clientele are specified. Program objectives and goals are extremely important not only because they guide the activities of the program but also because they provide the context for program assessment and planning.

2.   Quality Indicators

Quality indicators may vary by institutional mission; however, institutions should measure the efforts and quality of their programs by: faculty quality, ability of students, achievements of graduates of the program, curriculum, library, access to information technology resources including efficiencies and improved learner outcomes through appropriate use of this technology and appropriate use of instructional technology to achieve educational objectives, special services provided to the students and/or community, and other critical services. As appropriate, institutions should evaluate the program against industry or professional standards utilizing internal or external review processes. Institutions must provide specific documentation of student achievement. Such documentation should include programs outcomes assessment data consistent with the State Regents' *Assessment Policy*. Program quality may also be reflected by its regional or national reputation, faculty qualifications, and the documented achievements of the graduates of the programs. This includes a program self-review that provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission and how it relates to Higher Learning Commission Criteria and Components listed below:

- The program's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- The program values and supports effective teaching.
- The program creates effective learning environments.
- The program's learning resources support student learning and effective teaching.
- The institution's curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.
- The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

3.   Minimum Productivity Indicators

The following are considered to be the minimum standards for degree program productivity (averaged over five years). Programs not meeting these standards may be identified for early review as low producing programs. Institutions will be notified of programs not meeting either one of the two standards listed below and other quantifiable measures in this section.

a. Degrees conferred:

Associate in Arts and Associate in Science	5
Associate in Applied Science	5
Baccalaureate Level	5
Master's Level	3
Doctoral Level	2

b. Majors Enrolled:

Associate in Arts and Associate in Science	25 head count
Associate in Applied Science	17 head count
Baccalaureate Level	12 head count
Master's Level	6 head count
Doctoral Level	4 head count

4.   Other Quantitative Measures

a.   The number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed

below:

> Associate in Arts and Associate in Science
> Associate in Applied Science
> Baccalaureate Level
> Master's Level
> Doctoral Level

b. Student credit hours by level generated in all major courses that make up the degree program for five years.

c. Direct instructional cost for the program for the review period.

d. The number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

e. A roster of faculty members including the number of full-time equivalent faculty in the specialized courses within the curriculum.

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.

The comprehensive support function of the courses supporting the degree program may be used to determine whether or not an early program review is warranted. See 3.7.6.A for details.

5. Duplication and Demand

Given the fiscal constraints on Oklahoma higher education and the desire to use limited resources wisely, the elimination of unnecessary program duplication is a high priority of the State Regents. 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. Not all duplication is undesired or unnecessary. Normally, similar undergraduate programs in the core areas of basic liberal arts and sciences disciplines would not be considered unnecessarily duplicative. Unnecessary duplication is a specific concern in vocational/technical, occupational, graduate

and professional programs that meet special manpower needs. There are cases where student demand or the economic development needs of the state are sufficient to warrant the existence of similar programs at different institutions. There is also a vital synergy between undergraduate and graduate education and some graduate programs may be needed to help sustain the quality of the related undergraduate programs. This synergy may be addressed through sharing institutional resources. Program sharing among institutions is encouraged and should be noted in the report.

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.

Consistent with the *Academic Program Approval Policy* and the historical place of the program in the institution's mission, the following criteria will be used to evaluate the degree to which similar programs are unnecessarily duplicative:

a. Demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data.

b. Demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data.

c. Demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting.

d. Indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community.

e. The process of program review should address meeting demands through alternative forms of delivery

6. Effective Use of Resources

The resources used for a program determine, in part, the quality of the educational experiences offered and program outcomes. 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. The efficiency of resources may be measured by cost per student credit hour; faculty/student ratio; and other measures as appropriate. The effective use of resources should be a major concern in evaluating programs. The resources allocated to the program should reflect the program's priority consistent with the institution's mission statement and academic plan.

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.

A.   Exceptions for Low Producing Programs

Continuation of low producing programs may be justified because of the subject matter, the students served, the educational methods employed, and the effect of the program's achievements on other institutions or agencies. Such programs may be maintained at an institution even though low enrollments are experienced if acceptable justifications are made. Exceptions for low productivity will be based on the categories listed below. Institutions must provide adequate data and narrative to support the rationale to allow an exception to productivity requirements.

1.   New Programs. New programs provisionally approved with a specified period of time to operate and meet certain criteria may be granted an exception until the program gains full approval.

2.   Liberal Arts and Sciences Programs. These liberal arts and sciences programs support the general education component and other degree programs, i.e., the continuation of a program may be justified as exempt based on the subject matter and/or service/support function.

3.   Offline Programs. Programs scheduled for deletion or suspension.

4.   Restructured Programs are expected to meet minimum productivity within a given time period.

5.   Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Women's Studies, Native American Studies, Process Technology, Wind Turbine Technology and Technical Supervision and Management).

6.   Data Discrepancies. This includes other factual issues that can be verified.

7.   No Cost/Justifiable Cost Programs. Programs that require no additional cost or justifiable costs are not expected to meet minimum standards for productivity as listed in 3.7.5.B.3.

B.   External Review Process

The site visit or paper review process identified below will guide the external review of low producing programs not granted an exception:

1.   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 and the appropriate academic officer. 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.

2.   Review Schedule. Opportunities should be arranged for team members to communicate with faculty members of the department and chairs of related programs in person or by technological means. The review schedule should be arranged to accommodate the reviewers' need to have time to work individually and as a team.

3.   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. The team will make and substantiate recommendations to suspend, modify, continue or delete the program. Recommendations to suspend or modify the program will follow procedures outlined in the team report.

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 for review (e.g., review of labs, major courses, resource for the program, etc.).

c. Previous Reviews/Findings. Previous program review reports and any subsequent reports related to previous recommendations will be 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 academic vice president.

4. 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. Copies of the final report will be sent to members of the program faculty and administrators after conclusion of the review. The team will recommend actions that include the following: suspend, modify, delete, or continue the program. If the recommendation includes suspending or modifying the program, the team will state measurable goals required for the program to meet policy requirements and will include a timeline for monitoring the program in one-, two-, three-, or four-year increments. Policy requirements related to program suspension and modification apply.

5. State Regents' Review and Action. The team report and institutional response to the recommendations will be

sent to the Chancellor by the President with proposed action, e.g., suspend, modify, delete, or continue. If the recommended action includes suspend or modify the program to meet policy requirements, the recommendations and detailed information about the timeline for monitoring the program will be included in the information that is forwarded to the State Regents. Following State Regents' action, recommendations must be implemented by the institution within one year. Suspended or modified programs with a specified time period recommendation will be monitored by State Regents' staff accordingly.

3.7.7   Program Review Reports

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

A.   Report Format

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

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

2.   Executive Summary. The Executive Summary will include the program's connection to the institution's mission, program objectives, and the strengths and areas for improvement of the program. It will also include the key findings and recommendations of the internal or external reviews with regard to the Program Review Principles and Program Review Criteria.

3.   Analysis and Assessment. This section will include a complete review and analysis of the Program Review Criteria based on the internal or external team's review. It will also assess developments since the last program review in the context of the current recommendations of the internal review and any recommendations.

4.   Program Review Recommendations. This section should start with a description of recommendations that have been made as a result of the review and of actions that are planned to implement these recommendations; for example, expand program, maintain program at current level, reduce program in size or scope, merge or consolidate program, reorganize program, suspend program or delete program.

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

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

B.   State Regents' Review and Action

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

C.   Monitoring the Review Process

Each institution will monitor the program review process and modify internal procedures to improve its effectiveness. The State Regents' staff will monitor the overall process and suggest improvements as appropriate. Detailed procedures for program review reporting are in the State Regents' *Academic Affairs Procedures Handbook* and are available upon request.

3.8 APPROVAL OF CHANGES IN ACADEMIC STRUCTURE AND NOMENCLATURE

3.8.1 Purpose

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.

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.

Approved June 22, 1971.

3.9   INSTITUTIONAL ADMISSION AND RETENTION

3.9.1   Purpose

This 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.

3.9.2   Definitions

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

"Academic Notice" is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0.

"Academic Probation" is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

"Academic Suspension" is a designation for 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.

"Associate Degree" is 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.

"Baccalaureate Degree" (also referred to as a bachelor's degree) is 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).

"Basic Academic Skills: Minimum required skills for college success in

English, mathematics, science and reading."

"Basic Academic Skills Deficiencies: Assessment requirements that have not been met by either the minimum ACT subject scores (English, math, science reasoning or reading) or institutional secondary assessments required for a student to enroll in college-level courses in the subject area."

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

"Curricular Deficiencies: High school curricular requirements 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. These include four units of English, three units of mathematics, two units of laboratory science, three units of history and citizenship skills, and three units of elective courses that fit into one of the categories above or foreign language or computer science."

"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."

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

"First-Time-Entering Student" is 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.

"General Education Development Test (GED)" is a recognized high school diploma equivalency exam.

"Good Academic Standing" is a designation for any student who meets the retention requirements as set forth in this policy.

"GPA" see Retention/Graduation Grade Point Average.

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

"Remediation: Process for removing curricular or basic academic skills deficiencies through remedial/developmental course work or supplemental instruction (tutorials, work-book, self-paced learning, etc.) or other interventions that lead to demonstration of competency."

"Retention/Graduation Grade Point Average (GPA)" (hereinafter

referred to as GPA unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' *Grading Policy.*) This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

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

"Transfer Student" is 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.

3.9.3   Admission of First-Time Freshmen: Curricular Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes curricular requirements for regular admission.

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

Units (Years)	Course Areas
4	English (grammar, composition, literature; should include an integrated writing component)
3	Lab Science (Biology, chemistry, physics or any lab science certified by the school district; General science with or without a lab may not be used to meet this requirement.)
3	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus (must have completed geometry and Algebra II), calculus, Advanced Placement statistics)
3	History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course except applied courses in fine arts.
15	Total Required Units

Computer science courses (one or more units) that meet the State Regents' guidelines for high school curricular requirements may satisfy the postsecondary systemwide computer proficiency graduation requirement (see the State Regents' *Undergraduate Degree Requirements Policy*).

In addition to the above requirements, the following subjects are recommended for college preparation:

2   additional units: Fine arts - music, art, drama, and speech

1   additional unit: Lab science (as described above)

1   additional unit: Mathematics (as described above)

4   Recommended Units

While these curricular requirements will normally be met by students in grades 9 through 12, advanced students who complete these courses in earlier grades will not be required to take additional courses for purposes of admission.

The remaining units required by the State Board of Education for high school graduation may be selected from courses to meet students' individual needs and interests.

B.   Curricular Deficiencies

1.   Baccalaureate Programs

Students must meet all basic academic skills curricular requirements (English, mathematics, and science)to be admitted to baccalaureate programs at research or regional institutions. Students with a deficiency in a non-basic academic skills course (excludes English, mathematics, and science) 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 a regular admission student. These students will be required to complete an additional three-hour collegiate course in the relative subject area to make up the high school deficiency (see the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*). Other exceptions are noted in the special admission options outlined later in this policy.

If an institution admits students with one or more curricular deficiencies to a baccalaureate program utilizing the alternative admission category, the institution must provide the means to satisfy those deficiencies (see the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*) and the student must successfully remediate basic academic skills course requirements within 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.

2.   Associate in Arts and Associate in Science Programs

Students lacking curricular requirements are admissible into AA or AS programs in the community colleges but must remediate curricular deficiencies in the basic academic skills 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. In addition, students must remove curricular deficiencies in a discipline area before taking collegiate level work in that discipline.

3.   Associate in Applied Science Programs

Students entering AAS degree programs or other certificate programs must remove high school curricular requirement deficiencies before taking courses in the same field as part of an AAS degree or certificate program. Students admitted under this provision may not transfer into an AA, AS or baccalaureate program without first removing the high school curricular deficiencies.

Students may remove curricular deficiencies as detailed in the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*. The institution's 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.

Students pursuing admission to AA, AS, AAS, or baccalaureate degree programs may not count remedial/development courses toward satisfaction of degree program requirements.

C.   Applied Courses

The use of applied courses to meet the high school curricular requirements is to be considered an alternative. College bound students are encouraged to take courses currently specified in the State Regents' *Institutional Admission and Retention Policy*. The State Regents are interested in experimenting with alternative delivery systems that might facilitate student interest and success. It must be noted that the State Regents request and expect high school transcripts to be valid and reflective of the

actual courses taken by students; anything less threatens the integrity of the academic process.

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

3.9.4   Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. Students meeting both the high school curricular and the high school performance requirements are eligible for admission. This section includes performance requirements for regular admission which includes three options for admission: standardized tests, high school GPA in all courses plus class rank, or high school GPA in the State Regents' 15-units of required high school core courses.

The ACT score used for admission purposes is the composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents. The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

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. The University of Oklahoma (OU) is authorized by the State Regents to also require a minimum average standard GED score for automatic admission.

The high school GPA used for admission purposes in option 2 is the unweighted average of all grades ("A" equating to 4.00 and "D" equating to 1.00) taken in the 9th through 12 grades. The GPA used for admission purposes in option 3 shall add a standard weighting (1.0) to The College Board's Advanced Placement courses and the International Baccalaureate Organization's higher-level courses (an "F" remains zero).

While the State Regents strongly support the initiation of honors courses, honors weighting will not be used in the calculation of either high school GPA because there is no equitable mechanism to include the honors premium.

The exact standardized test scores and high school GPA will vary over time, and may differ at each institution. The high school GPA will be defined annually to correspond to the rank in class. The ACT score equivalent to these percentages will be determined based on the average of the preceding three years' ACT scores of graduating seniors if

available. Oklahoma test data will be used. The concordance table used to set the equivalent SAT score is updated regularly.

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

A. Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Research Universities

University of Oklahoma (OU)

Oklahoma State University (OSU)

Any individual who:

1. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2. has met the curricular requirements as set forth in part 3.10.3 of this policy;

3. has participated in the ACT program or a similar acceptable battery of tests; and

4. meets the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Minimum Performance-Based Admission Standards: Research Universities		
Option 1: Standardized Tests	ACT or SAT	Top 33.3%
OR		
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
OR		
Option 3: High School Performance B	High School GPA in State Regents' Required 15-Unit H.S. Core	Top 33.3%

*Effective Fall 2013 for out-of-state first-time-freshman and Fall 2016 for in-state first-time freshman, OU will not use Option 3 in the admission process.

The State Regents have authorized and set separate higher admission standards for OU and OSU. Revisions are made with State Regents' approval and current standards are published annually by OSRHE. Effective in the Fall 2013 semester for out-of-state students and Fall 2016 for Oklahoma high school

graduates, OU will implement a comprehensive new admissions process known as "holistic" admission that includes the use of standardized test scores and high school GPA and class rank (Option 1 and 2) and evaluation through a variety of processes. Additional details regarding the process may be found in the *Academic Affairs Procedures Handbook.*

B.   Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Regional Universities

Cameron University (CU)

East Central University (ECU)

Langston University (LU)

Northeastern State University (NSU)

Northwestern Oklahoma State University (NWOSU)

Oklahoma Panhandle State University (OPSU)

Rogers State University (RSU)

Southeastern Oklahoma State University (SEOSU)

Southwestern Oklahoma State University (SWOSU)

University of Central Oklahoma (UCO)

University of Science and Arts of Oklahoma (USAO)

Any individual who:

1.   is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

2.   has met the curricular requirements as set forth in part 3.10.3 of this policy;

3.   has participated in the ACT program or a similar acceptable battery of tests; and

4.   meets the following criteria is eligible for admission to any of the regional institutions in the State System.

Minimum Performance-Based Admission Standards: Regional Universities	
Option 1: Standardized Tests	ACT or SAT
OR	
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank
OR	
Option 3: High School Performance B	High School GPA in State Regents' Required

15-Unit H.S. Core

Six regional institutions offer associate degrees including: OPSU, CU, RSU, LU, SWOSU and UCO. These institutions may offer these degrees with an open admission policy for students within the institutions' geographic service area. Students wishing to transfer from AAS to AS, AA or baccalaureate degree programs must formally apply and meet both the curricular and performance admission standards.

USAO is authorized by the State Regents to require higher admission standards.

C.   Minimum High School Performance Criteria for Admission of First-Time-Entering Students at Community Colleges and Technical Branches

Carl Albert State College (CASC)

Connors State College (CSC)

Eastern Oklahoma State College (EOSC)

Murray State College (MSC)

Northeastern Oklahoma A&M College (NEOAMC)

Northern Oklahoma College (NOC)

Oklahoma City Community College (OCCC)

Redlands Community College (RCC)

Rose State College (RSC)

Seminole State College (SSC)

Tulsa Community College (TCC)

Western Oklahoma State College (WOSC)

OSU Oklahoma City (OSU-OKC)

OSU Institute of Technology (OSUIT)

1.   Students Seeking Admission to AA, AS, or Baccalaureate Degree Programs

Any individual who:

a.   is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED;

b.   has met the curricular requirements as set forth in part 3.9.3 of this policy; and

c.   has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and

technical branches in the State System.

2.   Students Seeking Admission to Other Undergraduate Degree or Certificate Programs

Any individual who:

a.   is a graduate of high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and

b.   has participated in the ACT program or a similar acceptable battery of tests is eligible for admission to any of the community colleges and technical branches in the State System.

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.

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. A list of State Regents' approved IEPs can be found in the State Regents' *Academic Affairs Procedures Handbook.*

3. High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language in a country where English is a primary language and demonstrate competency through the *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.

OU has been authorized by the State Regents to require higher than the set minimum score on the TOEFL and IELTS for both undergraduate and graduate students.

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. The criteria must be oriented to identifying those students who:

1.   have a reasonable chance for academic success;

2.   have unusual talent or ability in art, drama, music, sports, etc; or

3.   are educationally or economically disadvantaged and show promise of being able to succeed in a program or curriculum at the institution where they desire to enroll.

Institutions should use interviews as a part of the mechanism for admitting students in this program. Students wishing to enter under the alternative admission category should be given the opportunity to convince the institutions of their ability through this interview process. In addition, the institution must have implemented programs designed to assist first-year students making the transition to college both academically and socially. The objective of these procedures and programs is to increase the success rate of students as measured by the increase in the retention and graduation rates of all students and particularly minority students.

It is intended that the alternative admission opportunities be equitably utilized and proportionately represent different types of students of unusual talent or abilities who do not otherwise meet State Regents' admission standards. Waivers shall not be awarded in significant disproportion for scholarship athletes. It shall be used to promote the system goal of social justice.

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.

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.

3.   Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a 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. The collegiate experience is present in four environments:

    a. High school students enrolled on a college or university campus in a course with collegiate students enrolled.

    b. High school students enrolled at an off-campus site in a course that originates on campus with collegiate students enrolled.

    c. High school students enrolled in a course with collegiate students enrolled at an established off-campus site with a regular program of study (defined as at least one certificate, associate in arts, associate in science, associate in applied science or baccalaureate degree).

    d. High school students enrolled at other off-campus sites (including in the home and including the use of synchronous or asynchronous instruction) and taught by regular faculty whose primary educational employment is as a faculty member at the institution delivering the course. Exceptions may be made upon request to the Chancellor. Regular faculty is defined as a person qualified for appointment to the full-time faculty of the institution proposing to award credit. All appointments must be recommended by the academic unit

awarding the credit and approved through the established procedures for academic appointments.

6. Admission Requirements for Concurrent Enrollment of High School Seniors

A twelfth grade student enrolled in an accredited high school may, if the student meets the requirements set forth in sections 3.9.6.I.1, 3.9.6.I.2 and 3.9.6.I.4 above and the minimum standards below, be admitted provisionally to a college or university in the State System as a special student. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component. Minimum standards for State System institutions are outlined below. Institutions may request higher standards.

Research Universities	ACT/SAT at 67th percentile	OR	High School GPA 3.0 and Class Rank - top 33.3%
Regional Universities	ACT/SAT at 50th percentile	OR	High School GPA 3.0 and Class Rank - top 50%
Community Colleges	ACT/SAT at 42nd percentile	OR	High School GPA 3.0

OU and OSU have been authorized to set separate higher admission standards for twelfth grade students based on freshman admission standards. Revisions are made with State Regents' approval and current standards are published annually and available from the institution or the State Regents. OU is authorized to require a minimum class rank or high school GPA in addition to the ACT or SAT score.

7. Admission Requirements for Concurrent Enrollment of High School Juniors

An eleventh grade student enrolled in an accredited high school may, if the student meets the requirements in sections 3.9.6.I.1, 3.9.6.I.2 and 3.9.6.I.4 above and the additional minimum requirements set forth below, be admitted provisionally to a college or university in the State System as a special student. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component.

Research	ACT/SAT at	OR	High School

Universities	83rd percentile		GPA 3.5
Regional Universities	ACT/SAT at 72nd percentile	OR	High School GPA 3.5
Community Colleges	ACT/SAT at 58th percentile	OR	High School GPA 3.5

8. Admission Requirements for Concurrent Enrollment of Home Schooled Students and Students from Unaccredited High Schools

A student receiving high-school-level instruction at home or from an unaccredited high school may be admitted provisionally to a college or university in the State System as a special student if the student meets the requirements set forth below. The ACT score is the composite score without the writing component. The SAT score is the combined critical reading and math scores without the writing component.

a. The student must be 17 years of age or older and must meet the minimum requirements set forth below. Institutions may request higher standards.

Research Universities	ACT/SAT at 67th percentile
Regional Universities	ACT/SAT at 50th percentile
Community Colleges	ACT/SAT at 42nd percentile

OU and OSU have been authorized by the State Regents to set separate higher admission standards for students 17 years of age or older and receiving instruction at home or from an unaccredited institution based on freshman admission standards. Revisions are made with State Regents' approval and current standards are published annually and available from the institution or the State Regents. OU is authorized by the State Regents to require a minimum class rank or high school GPA in addition to the ACT or SAT score.

b. Or the student must be 16 years of age and must meet the requirements set forth below.

Research Universities	ACT/SAT at 83rd percentile
Regional Universities	ACT/SAT at 72nd percentile
Community Colleges	ACT/SAT at 58th percentile

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 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 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. Such procedures should allow appropriate discretion in deserving cases. 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. Institutions should develop policies and procedures to guide the readmission of suspended students. Such policies should include the provision that suspended students can be readmitted only one time. 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 opportunities be provided for all citizens with the ability and desire to use these public services. As previously stated, students will not be permitted readmission to the suspending institution for a minimum of one regular semester (fall or spring). However, research indicates that many times students suspended from one institution may succeed in a new academic environment if given the opportunity. As such, institutions may develop a special admission procedure, subject to State Regents' approval, for students who are suspended from other system institutions and who would otherwise qualify for admission to the reinstating institution. Such students would be admitted at the discretion of the receiving institution and such admission would be probationary. Institutions admitting such students should provide the appropriate academic services to facilitate their success.

3.9.9   Principles

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

A.   Any Oklahoma resident, upon graduation from an accredited high school or completion of the GED, should have the opportunity of continuing his or her education at some institution in the State System.

B.   Admission and retention policies should recognize and be consistent with the functions, purposes, and programs of respective institutions in the State System.

C.   There should be sufficient flexibility in admission and retention policies to permit institutions to make exceptions in worthy and extraordinary cases. Each case must be documented and the institution must report annually to the State Regents on the exceptions made.

D.   Admission and retention policies should be stated in such a manner that they are easily understood.

E.   Admission and retention policies should be administratively feasible and should be periodically and systematically reviewed.

F.   Residents of Oklahoma should be given preference.

G.   Admission and retention policies adopted for public institutions should serve the educational welfare of students and at the same time make possible maximum use of public resources.

H.   Admission and retention policies should provide for uniformity in the transfer of students among institutions.

I.   Students should make satisfactory progress toward an

educational objective within a reasonable period of time as specified in policy.

J.   Institutions should provide appropriate academic support services for students experiencing academic difficulties. While these programs should be available to all students, students on academic notice or academic probation should be required to participate.

K.   Students suspended for academic reasons should, after a reasonable period of time and upon application, be considered for readmission.

L.   Provisions in other State Regents' policies are subject to the requirements specified in this policy.

M.   Institutional and individual programs' admission and retention policies should be considered minimum standards. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program(s).

3.9.10 Non-Academic Criteria for Admission

A.   In addition to the academic criteria used by institutions in the State System as the basis for student admission, institutions shall consider the following non-academic criteria in deciding whether a first-time applicant or a transfer student shall be granted admission:

1.   Whether an applicant has been expelled, suspended, denied admission or denied readmission by any other educational institution.

2.   Whether an applicant has been convicted of a felony or convicted of any lesser crime involving moral turpitude.

3.   Whether an applicant's conduct has been such that if, at the time of the conduct in question, the applicant had been a student at the institution to which application is made, the course of conduct would have been grounds for expulsion, suspension, dismissal or denial of readmission.

B.   If the institution finds that an applicant has any of the above, then the institution shall deny admission to applicant if it decides that any of the events described in 3.9.10.A.1, 3.9.10.A.2 or 3.9.10.A.3 indicates the applicant's unfitness, at the time of application, to be a student at the institution to which application is made.

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

1.   Be advised of the ground of the denial.

2.   Be informed of the facts which form a basis of the denial.

3.   Be afforded an opportunity to be heard.

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

3.9.11 Professional Program Admission Standards

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

OU College of Law

OU College of Medicine

OSU College of Osteopathic Medicine

OU Doctor of Pharmacy

OU School of Dentistry

NSU College of Optometry

OSU College of Veterinary Medicine

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

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

3.10 UNDERGRADUATE TRANSFER AND ARTICULATION

3.10.1 Purpose

This 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.

3.10.2 Definitions

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

"Accreditation" is 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.

"Academic Notice" is a designation for Freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0.

"Academic Probation" is a designation for any student whose retention GPA falls below those designated in this policy for a given semester.

"Academic Suspension" is a designation for 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.

"Associate Degree" is 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.

"Baccalaureate Degree" (also referred to as a bachelor's degree) is 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).

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

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

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

"Good Academic Standing" is a designation for any student who meets the retention requirements as set forth in this.

"GPA" see Retention/Graduation Point Average.

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

"Regional Accrediting Agency" is 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. HLC evaluates institutions based on Eligibility Requirements (ER) and the Criteria for Accreditation and accredits those institutions that meet these requirements.

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

"Retention/Graduation Grade Point Average (GPA)" (hereinafter referred to as GPA unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' *Grading Policy*.) This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

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

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

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

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.

2. Each nonresident applicant must be in good standing in the institution from which the applicant plans to transfer.

   a. 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.

3. 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.

Student with less than 24 hours 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 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.

E.   Higher Standards

The University of Oklahoma (OU) and Oklahoma State University (OSU) are authorized by the State Regents to assume higher standards for admission by transfer. Standards for the admission of students as stated above are considered minimum. Institutions may request higher standards.

3.10.4 Transfer of Course Work Within the State System

The following guidelines for transfer of students among institutions have been adopted for the State System.

A.   A student who has completed the prescribed lower-division requirements of a State System institution developed in accordance with the standards set forth in the State Regents' *Undergraduate Degree Requirements Policy* may transfer into a baccalaureate degree program at any senior institution of the State System and be assured of completing his or her program in sequential fashion. Senior institutions may, with the approval of the State Regents, require that transferring students complete additional general education work for the degree. However, such additional work shall be programmed as a part of the upper division requirements of the senior institution in order that any student shall be able to complete a baccalaureate program in a number of semester hours equal to the total specified for graduation published in the receiving institution's official catalog.

B.   It is understood, however, that it might be necessary for certain students to take additional courses in general education to meet minimum professional certification requirements as defined by the state. It is also understood that the completion of these requirements does not preclude requirements of senior institutions of particular GPAs for admission to professional departments or fields.

C.   It is further understood that it is the responsibility of the transferring institution to provide adequate counseling to enable a student to complete during the freshman and sophomore years those lower-division courses which are published prerequisites to pursuit of junior level courses of his or her chosen major disciplinary field.

D.   The baccalaureate degree in all Oklahoma senior-level institutions shall be awarded in recognition of lower-division (freshman and sophomore) combined with upper-division (junior and senior) work. If a student has completed an AA or AS

degree, the lower-division general education requirement of the baccalaureate degree shall be the responsibility of the institution awarding the associate degree, providing the general education requirements specified herein are met. If, for any reason, a student has not completed an associate degree program prior to his or her transfer to another institution, the general education requirements shall become the responsibility of the receiving institutions. However, the receiving institution will recognize general education credit for all transfer courses in which a reasonable equivalency of discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.

E.   If a student has completed general education courses at a baccalaureate degree-recommending institution within the State System, the receiving baccalaureate institution will recognize general education credit for all courses in which a reasonable equivalency or discipline or course content exists with courses specified as part of general education at the receiving institution, provided that there is an appropriate correspondence of disciplinary study.

F.   Lower-division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses which permit the student to explore the principal professional specializations that can be pursued at the baccalaureate level. These introductory courses shall be adequate in content to be fully counted toward the baccalaureate degree for students continuing in such a professional field of specialization. The determination of the major course requirements for a baccalaureate degree, including courses in the major taken in the lower division, shall be the responsibility of the institution awarding the degree. However, courses classified as upper-division courses generally taken by sophomores at senior institutions, even though taught at a community college as lower-division courses, should be transferable as satisfying that part of the student's requirement in the content area.

G.   Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided that such courses are included in the community college's approved instructional program.

H.   Other associate degrees and certificates may be awarded by institutions for programs which have requirements different from the aforementioned degrees, or a primary objective other than transfer. Acceptance of course credits for transfer from such degree or certificate programs will be evaluated by the receiving institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each

receiving institution is encouraged to develop admission policies that will consider all factors indicating the possibility of success of these students in its upper division.

I. 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 any State System college or university shall govern lower-division prerequisites, provided that the student has had continuous enrollment in the State System as defined in the official college or university publications.

J. Institutions are encouraged to publish, distribute, and keep current transfer guides. The transfer guides should include institutional procedures for the evaluation of course equivalency and a description of the appeals process. A systemwide course transfer matrix is maintained online and updated annually by the State Regents.

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. See the State Regents' *Credit for Extrainstitutional Learning Policy.*

3.11 GRADING

3.11.1 Purpose

This 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.

3.11.2 Definitions

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

"Academic Forgiveness" are 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.

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

"GPA" see Retention/Graduation Grade Point Average.

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

"Retention/Graduation Grade Point Average (GPA)" (hereinafter referred to as GPA unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' *Grading Policy*.) This GPA may be used to determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

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

3.11.3 Grading Terms

The following types of grading entries with respective definitions will be used for institutional transcript notations:

Grades Used in the Calculation of GPA

Grade	Note	Grade Point Per Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Below Average	1
F	Failure	0

A. Other Symbols

I An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. It is not a substitute for an "F," and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. The time limit to satisfy the "I" will be at the discretion of the institution. "I" grades not changed by the instructor to a credit-bearing grade or an "F" within the specified time limit will remain as a permanent "I" and not contribute to the student's GPA.

AU Audit status is used for the student not interested in obtaining a course grade, but who is enrolled simply to get course information. The allowable time to change an enrollment status from audit to credit will be established by each institution but may not exceed the institution's add period and must be consistent with the State Regents' add period defined as the first two weeks of a regular semester/term and the first week of a summer semester/term. Students changing their enrollment status from audit to credit must meet institutional admission/retention standards as set by the State Regents. The allowable time to change an enrollment status from credit to audit will be established by each institution but will not exceed the institution's last date for withdrawal from classes. AU will not contribute to the student's GPA.

W An automatic withdrawal grade of "W" is issued when a student initiates a withdrawal during the institution's allowable withdrawal period. An institution's withdrawal period for an automatic "W" shall begin after the tenth day of classes in the regular session and the fifth day of classes in the summer term and shall not exceed 12 weeks of a 16-week semester or, in general, not exceed three-fourths of the duration of any term.

(These are maximum limits. The State Regents encourage institutions to establish shorter limits.) For any drop or withdrawal accepted after this deadline, a "W" or "F" will be assigned depending upon the student's standing in the class and the institution's stated withdrawal policy. If an "F" grade is assigned, it is calculated in the student's GPA; the "W" grade is GPA neutral.

AW   Administrative Withdrawal may be assigned by the Office of Academic Affairs to indicate that a student has been "involuntarily" withdrawn from class(es) after the institution's drop-and-add period for disciplinary or financial reasons or inadequate attendance. Such withdrawals must follow formal institutional procedures. Administrative withdrawals are GPA neutral.

S-U/P-NP   An institution may elect to use the grades "S" or "P" and "U" or "NP" for specified courses or may allow students to elect an "S/U" or "P/NP" option under circumstances specified by the institution. The "S" and "P" grades are neutral indicating minimum course requirements have been met and credit has been earned. The "S" and "P" grades may also be used to indicate credit earned through advanced standing examinations. The grades of "U" and "NP" indicate that a student did not meet minimum requirements in a course designated for "S/U" or "P/NP" grading. While all four grades "S, U, P, N/P" are GPA neutral, they are counted in the total number of attempted hours for retention and the total number of attempted and earned hours for graduation.

P-F   An institution may elect to use Pass-Fail as an option for students in specified courses. The Pass grade indicates hours earned but does not contribute to the GPA. The Fail grade is an "F" and is calculated into the GPA.

N   An "N" grade may be used by an institution to indicate that the semester grade was not submitted by the instructor by the appropriate deadline. The "N" grade must be replaced by the appropriate letter grade prior to the end of the subsequent semester. The "N" grade is GPA neutral.

X   An "X" grade is assigned for graduate thesis or dissertation in progress and is GPA neutral.

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

The CGPA includes grades for all course work, including activity courses and forgiven course work. The use of the CGPA on transcript is optional, but it may be used to financial aid eligibility, admission to graduate or professional programs, or 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 GPA 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 "P-NP" 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 Standards and Requirements

Each student's transcript will list the student's current GPA 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.   Transcription 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 may 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.

Approved May 29, 1992. Revised December 9, 1994; March 29, 1996; December 1, 2003, and June 24, 2010.

3.12 UNDERGRADUATE ACADEMIC COURSE LOAD

3.12.1 Purpose

This 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.

3.12.2 Definitions

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

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

"Academic Term" is 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.

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.

3.13 GRANTING OF DEGREES

3.13.1 Purpose

This 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.

3.13.2 Definitions

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

"Certificate" is a recognition awarded for an organized program of study that does not lead to an academic degree.

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

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

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

"Program" is 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.

"Posthumous Degree" is a nonacademic degree awarded to a deceased student who may not have completed the last semester of work.

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

3.13.3 Authorization for Conferral of Degrees

Institutions shall confer only those degrees and other form of academic recognition as authorized by the State Regents. Authorization for conferral of a particular degree will be given at the time the State Regents approve the program containing the prescribed course of study and requirements for graduation.

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.

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

3.14 UNDERGRADUATE DEGREE REQUIREMENTS

3.14.1 Purpose

This policy statement 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.

3.14.2 Definitions

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

"Associate Degree" is 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.

"Baccalaureate Degree (also referred to as a bachelor's degree)" is 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).

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

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

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

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

3.14.3 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

   (see section 3.14.7)

3. Science   6 hours

   (one course must be a laboratory science)

4. Humanities   6 hours

   (Chosen from nonperformance courses defined as humanities by the institution granting the associate degree)

5. Mathematics   3 hours

6. At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts (art, music, drama)   3 hours

7. Additional liberal arts and sciences courses as needed to meet the minimum total of 37 credit hours required in this policy. (State Regents' policies require a minimum of 40 semester hours of general education for the baccalaureate degree.)

A discussion of the framework for the development of the general education curriculum appears later in this policy.

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   6 hours

   This must include two courses from one or more of the
   following three areas: (1) a college-level
   communications course in general, applied technical
   writing or (2) a course in English grammar and
   composition or (3) a college-level oral communication
   course.

2. U.S. History and U.S. Government   6 hours

   (See Section 3.14.7)

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

The baccalaureate degree is comprised of three separate parts: general
education, specialized education, and elective elements. In a typical
program, the three parts will be approximately equal in length, which
means that about one-third of the student credit hours required for the
degree will be devoted to each of the three parts or segments. In a
traditional baccalaureate degree program, the part devoted to general
education will predominate, whereas in a professional program,
specialized courses will consume a larger share of the total hours
required for the degree.

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 Science Associate degrees):

1.	English Composition	6 hours
2.	U.S. History and U.S. Government	6 hours
	(see Section 3.14.7)	
3.	Science	6 hours
	(One course must be a laboratory science)	
4.	Humanities	6 hours

(Chosen from nonperformance courses defined as humanities by the institution granting the degree)

5.	Mathematics	3 hours

6. At least one course from the following areas: Psychology, social sciences, foreign languages, fine arts (art, music, drama)   3 hours

7. Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours required in this policy.

A discussion of the framework for the development of the general education curriculum appears later in this policy.

Courses required for the general education program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences. An institution may determine the content and distribution of courses within the bounds of these guidelines and may adopt such additional requirements (e.g., foreign language competence for the BA). Such additional degree requirements must be approved by the State Regents and published in the official catalog of the institution. Credits earned consistent with the State Regents' *Credit for Extrainstitutional Learning Policy*, may be used to satisfy general education requirements.

B. Types of Baccalaureate Degrees

The State Regents recognize three types of baccalaureate degrees: the Bachelor of Arts (BA) degree is awarded for successful completion of a program of study that is primarily liberal arts and sciences; the Bachelor of Science (BS) degree is awarded for successful completion of a program of study designed to lead to graduate study or to entry into a particular profession; the Bachelor of (Specialty) degree is awarded for successful completion of a program of study of a conservatory or studio nature, or that is designed primarily for entry into a professional or occupational field. It is conceivable that an institution might offer more than one degree in a discipline.

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 course work	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 (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

This section seeks to identify the meaning and parameters of general education within the State System. In accomplishing this goal, concern is given to: 1) general education through common goals and purposes; 2) a recognition of the desirability of developing general education programs which fit the individual needs of the several institutions; and 3) an awareness of the need for articulating the relationship and scope of general education in terms of transfer from the community colleges to the senior colleges and universities.

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.

A.   General Education Outcomes

The following framework is based on the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools' Commission Statement on General Education and should be followed by each institution when developing or reviewing its general education program.

All institutions in the State System will require a general education component in each undergraduate degree program. Faculty should provide the oversight for general education and each institution should regularly assess the effectiveness of its general education program. Institutions should clearly and publicly articulate the purposes, content, and intended learning outcomes of the general education provided to students.

An institution's general education program should impart common knowledge and intellectual concepts as well as help students develop skills and attitudes that every educated person should possess. Effective general education should help students gain competence in independent intellectual inquiry and also stimulate the examination and understanding of personal, social, and civic values.

The following student learning outcomes are a foundation for richer lives, careers, and citizenship. Institutions should strive to include each of these outcomes in general education programs:

1.   Appreciating and understanding diverse cultures and

heritages

2. Mastering multiple modes of inquiry, reasoning, and critical thinking

3. Effectively analyzing and communicating information

4. Recognizing the importance of creativity and values to the human spirit

5. Understanding relationships within nature and science

6. Developing responsible, ethical, and engaged citizens

7. Promoting lifelong learning, wellness and personal enrichment

8. Adapting to a constantly changing global society

Ideally, general education should extend throughout the students' baccalaureate programs. Institutions are encouraged to recognize the value of providing some type of upper-division general education experience during the final semesters of the baccalaureate degree program. It is also imperative that all institutions provide a means for credit by examination for established general education courses when individuals already have attained a college-level grasp of selected subject matter.

B. The General Education Core

The objectives of general education may be realized through the following components:

1. Communication and Symbols

The goals of general education include a recognition that communication occurs through an intricate and sophisticated use of symbols. The symbols of the alphabet ordered into meaningful expressions form the basis for communication through reading and writing. The ability to produce and audit sounds which have a referent in experience forms the basis for communicating through speaking and listening. Some disciplines which might be helpful in furthering this objective would include: English language studies, foreign language studies, and speech-communication studies.

A second dimension of communication through symbols is in the quantitative domain with its use of numbers. Numbers provide a universally accepted system of symbols. Some disciplines which might be helpful in furthering this objective would include: mathematics, logic, statistics and computer science.

2. Social, Political, and Economic Institutions

The goals of general education include a recognition that human beings are participants in and creators of constantly changing social, political, and economic

institutions. Some disciplines which might be helpful in furthering this objective would include: sociology, political science, economics, and philosophy.

Modern economic theorists have developed disciplines that provide knowledge in the means and ends of producing and consuming. Intelligent participation by citizens in a democratic society is predicated upon a basic understanding of economic principles. Some disciplines which might be helpful in furthering this objective would include: economics and consumer education.

3.   Understanding Relationships in Nature and Science

The goals of general education include an understanding and appreciation of both the facts and methodology of science. In this area, students will develop knowledge in both pure and applied science. Some disciplines which might be helpful in furthering this objective would include: natural and physical science as well as experimental psychology.

4.   Understanding of Human Heritage and Culture

The goals of general education include an inquiry into the roots of civilization with its ebb and flow, progress and regression, war and peace. It will include, besides facts, the seminal ideas and events that have shaped the sweep of history. Some disciplines which might be helpful in furthering this objective would include: history, political science, philosophy, anthropology, archeology, and cultural geography.

To understand a culture one must move beyond simple facts into the interrelationships between ideas and culture. Some disciplines which might be helpful in furthering this objective would include: language (modern and ancient), humanities, history, and cultural studies.

An understanding and appreciation of the arts provide aesthetic awareness. Some disciplines which might be helpful in furthering this objective would include: music, art, drama, and dance.

5.   Values and Beliefs

Within the framework of the goals of general education is the assumption that students learn the distinction between facts and beliefs. Therefore, a study of how values are formed, transmitted and revised is desirable. Some disciplines which might be helpful in furthering this objective would include: philosophy, literature, music and art history, history and philosophy of science,

humanities, sociology, and world religions.

Beyond an understanding of the origin and meaning of values, it is helpful for students to identify the source of their own beliefs and to engage in a critical analysis of the basis of their personal moral and ethical choices. Some disciplines which might be helpful in furthering this objective would include: psychology, philosophy, and ethics.

All of the above disciplines are but examples of those which might be utilized to foster the objectives of general education within each of the sections and are not intended to be inclusive of all the disciplines which institutions might wish to utilize in carrying out their individual general education programs.

It is recommended that each State System institution carefully review its program of general education in view of establishing a capstone course or other experience toward the end of the student's baccalaureate degree program to determine the extent to which the goals of general education have been met. Some institutions might wish to offer a capstone course, some might wish to conduct a written or oral examination, whereas others might prefer to simply move part of the general education requirement to the upper-division level.

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.

Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004.

3.15 CREDIT FOR EXTRAINSTITUTIONAL LEARNING

3.15.1 Purpose

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.

3.15.2 Definitions

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

"Extrainstitutional Learning" is 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.

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

3.15.3 Policy and Procedures

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

A.   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.

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

3.16 ELECTRONICALLY DELIVERED AND TRADITONAL OFF-CAMPUS COURSES AND PROGRAMS

3.16.1 Purpose

The purpose of this 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 systemwide cooperation and collaboration.

A. Scope

The use of electronic media and traditional off-campus instruction should be applied to the multiple goals of the Oklahoma college and university system:

1. to extend access to place bound and nontraditional students through the electronic delivery of courses and programs and inform business, government, and community organizations about the benefits of this delivery format;

2. to improve the achievement and skill level of students, whether in traditional campus programs, or in traditional off-campus settings, or by means of electronic media by actively engaging them in the learning process;

3. to facilitate Oklahoma's economic development by providing needed graduates, offering appropriate academic programs and marketing the State System and its institutions as an economic asset of the state; and

4. to enhance institutional resource efficiency, all for the purpose of improving student participation and enrollment by increasing access to postsecondary education and expanding use of distance education for the citizens of Oklahoma.

B. Electronic and Traditional Off-Campus Courses and Programs

The policy applies to courses and programs delivered by Oklahoma State System institutions both within and outside of the state of Oklahoma. This policy incorporates language and standards from Middle States Association of Colleges and Schools Commission on Higher Education and the Higher Learning Commission of the North Central Association

Commission of Colleges and Universities (HLC).

C. Learning Sites

D. A 1998 study conducted by the National Center for Higher Education Management Systems (NCHEMS) found that 93 percent of Oklahoma's population is within 30 miles of an existing campus or site. However, it also found that 63 of Oklahoma's 77 counties have unmet higher education needs of some kind. These educational needs are in low population areas and are episodic in nature; thus the creation of centers, branch campuses, or other traditional higher education infrastructure is not warranted. These higher education needs will be met through this policy.

3.16.2 Definitions

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

"Asynchronous" learning occurs when students and faculty are not present and available at the same time. Regular communication and instruction may be facilitated by e-mail, discussion boards or other electronic formats.

"Electronic Media" for the purpose of this policy includes courses and programs offered through videotape, CD ROM, telecourses, web-based (online), Interactive Television, or other digital methodologies.

"Blended" programs or courses utilize both on-site and electronic delivery methods. Blended programs must meet quality standards outlined in 3.16.5 and are not exempt from online program approval if offered as defined in sections 3.16.10 or 3.16.11.

"Learning Site" is 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 University Center of Southern Oklahoma, and the University Center in Ponca City.

"Major" for the purpose of this policy is defined as courses in the discipline of the student's declared major, excluding support courses, general education courses, and elective courses.

"Online Delivery" for the purpose of this policy is defined as teaching and learning that occurs in an online environment through the use of the Internet or other computer-mediated format that results in the awarding of a degree.

"Online Program" for the purpose of this policy is defined as (1) a program that is offered in such a manner that an individual 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.

"Program" is 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. Programs offered through electronic media must also meet the requirements outlined in section 3.16.10 of this policy.

"Synchronous" learning takes place when learners and/or instructors are in different geographical locations but are able to interact (or meet) in real-time using specific enabling technology.

"Traditional Off-Campus Courses and Programs" are those taught for credit at a location which 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.

3.16.3 Applicability of Credit

Credit awarded for the completion of courses offered through electronic media and traditional off-campus instruction is fully applicable toward the satisfaction of requirements for academic degrees and certificates consistent with State Regents' and institutional residence and degree requirements.

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.

3.16.5 Academic Standards

The section applies to electronically delivered and traditional off campus courses and programs. Certain standards may address particular delivery methods as appropriate. Overall, 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. All State Regents' and institutional policies, standards, and guidelines for on-campus instruction apply to electronic and traditional off-campus instruction. Some of the language in this section is from the Higher Learning Commission's *Best Practices for Electronically Offered Degrees and Certificate Programs*.

Electronic media and traditional off-campus courses and programs must meet the following academic standards.

A. Faculty. The work shall be taught by a person qualified for appointment to the faculty of the college or university proposing to award the credit. All appointments must be recommended by the academic unit awarding the credit and approved through the established procedures for academic appointments.

1. Faculty should receive training and faculty development to achieve competency in the technology required for teaching at a distance.

2. The originating institution will appoint qualified faculty as oversight to ensure that the course objectives, curriculum, and academic requirements are equivalent to those for the courses and programs as presented on campus.

B. Faculty/Student interaction. Institutions offering electronically delivered courses and programs must make provisions for appropriate real-time or delayed interaction between faculty and students and among other students enrolled in the class.

C. Academic integrity. The integrity of student course work and credibility of credits and degrees awarded must be ensured. Methods for ensuring academic integrity shall be in place, including methods for administering exams.

D. Student confidentiality. There shall be methods in place to ensure the confidentiality and privacy of students' personal data.

E. Advertising. Institutions that advertise to recruit students must provide adequate and accurate information. This includes, but is not limited to the following: admissions requirements, equipment standards, estimated or average program costs, skills needed to complete the programs, curriculum design and time frame for which courses are offered, estimated time to completion, required trips to campus, other services available, etc.

F. Learning resources. Students shall have access to facilities and learning materials (textbooks, library, tapes, etc.) on essentially the same basis as students in the same program or courses taught at the main campus. This includes library privileges for students through interlibrary loan and/or electronic resource access, including online access to catalogs, databases, and other materials.

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. The standards for student admission, retention, and assessment 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, career counseling, enrollment/registration, tutoring, 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 or off-campus courses or programs and faculty shall have access to appropriate technical support services. A comprehensive technical support system will be defined and available for all hardware, software and delivery systems specified by the institution as required for the courses and program. The support system must include a process for responding to technical

problems in a timely manner.

K.   Equipment and software/tools. Institutions offering courses or programs in the formats outlined in this policy shall provide students with accurate information about the technology requirements necessary to complete the course requirements. 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. Institutions that serve as a learning site by hosting electronic media or traditional off campus courses or programs delivered by another institution shall provide access to facilities with the electronic or computer resources necessary for successful completion of the class.

3.16.6 Institutional Assessment

Institutional policies governing faculty evaluation, including student evaluation of instruction, apply. Course and program assessment policies of the institution transcripting the course and the State Regents apply. Program assessments including faculty and student evaluations are defined with results to be included in the institution's program review process as required by the State Regents. The results of the review should be used to improve the program as appropriate.

3.16.7 Copyright and Intellectual Property

Institutions must have policies in place that communicate copyright laws regarding the appropriate use of films, videotapes, recordings, and other protected works.

3.16.8 Courses and Programs Offered Out-of-State by Oklahoma Colleges and Universities

A.   The research universities are authorized on a limited basis to carry out programs and projects on a national and international scale. Other colleges and universities seeking approval to offer out-of-state courses must ensure through documentation in a prescribed format that all applicable State Regents' policies are followed, with special attention given those pertaining to educational standards, fiscal provisions, and reporting. (See the State Regents' *Functions of Public Institutions Policy*).

B.   The primary responsibility of a State System college or university is to serve the citizens of the state of Oklahoma, therefore a college or university must document that offering courses out of state will in no way diminish the performance of that responsibility. That documentation--when audited and upon State Regents' approval certified--will be provided by the college or university to appropriate state agencies and accrediting associations in whose jurisdiction the courses are to be available and the college or university shall meet their requirements within those jurisdictions.

3.16.9 Courses and Programs Offered in Oklahoma by Out-of-State Colleges and Universities

Out-of-state colleges and universities planning to offer courses for credit in Oklahoma may do so after satisfying the conditions contained in the State Regents' *Institutional Accreditation Policy*.

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

3. 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 3.10.5 and the criteria listed below:

1.   Mission. The proposal must contain a statement of the program's connection to the institution's mission.

2.   Method of Delivery. Describe the method that will be used to deliver the program content (e.g., Blackboard, Desire2Learn, etc.) and the major features that will facilitate learning.

3.   Student demand. Evidence of sufficient student and/or employer need for the program in this learning mode. Evidence should demonstrate employers' preference for graduates of the proposed program and target student audience.

4.   Duplication. Demonstration that the program does not unnecessarily duplicate existing programs in the state (see the State Regents' *Academic Program Approval Policy*).

5.   Curriculum. A list of the curriculum will be provided with a request to offer an existing program online.

6.   Requests for new programs for offering on-campus and/or through an online format will be submitted for initial approval through the *Academic Program Approval Policy*.

7.   Program cost. Productivity goals related to the cost and funding of the proposed program must be included in the proposal. (see the State Regents' *Academic Program Approval Policy*).

3.16.11 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 2) the name of the program, 3) delivery method/s, 4) information related to population served and student demand, 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. Attached maps A and B are provided to clarify colleges' and universities' geographic perimeters.

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.

A. Community Colleges

B. A map is on file at the State Regents' office that defines the service areas in which the community colleges will have first priority for offering programs and courses consistent with their respective missions.

C. Regional Universities

A map is on file at the State Regents' office that defines the service areas in which regional universities will have first priority for offering programs and courses consistent with their respective missions.

D. Research Universities

The research universities will have first priority for offering courses and programs consistent with their respective missions. In addition, to the extent resources are available, research universities are authorized to offer programs and courses on a national and international scale.

E. Branch Campuses and Constituent Agencies

Courses and programs generally may not be extended off campus from branch sites or constituent agencies. The technical branches have a statewide responsibility for offering unique technical or specialized programs when expressed need is documented and when the institution's resources permit the meeting of that need.

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F.   Unique Programs

Colleges and universities with unique programs will also have statewide geographic responsibility for offering courses and programs when need is documented and resources are available.

G.   Historical Presence

Existing authorization for programs that have a historical presence in a service area other than in the assigned service area of the college or university offering the program will be honored.

H.   University Center of Southern Oklahoma

Requests for traditional off campus courses in the proximity of the UCSO will be coordinated with the center.

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.

3.16.13 Fiscal Provisions for Electronic and Traditional Off-campus Instruction

A.   It is the intent of the State Regents that, to the extent possible through the authorized fee structure, direct instructional costs be recovered for electronic media and traditional off-campus offerings. Direct instructional costs include, but are not limited to, faculty salaries, fringe benefits, materials and supplies, printing, and travel. All new facilities for traditional off-campus offerings shall be provided at no expense to the state.

B.   Contract Credit Course Fee. As set forth in 70 O.S.§3219.3 (2001), the section authorizes 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 in an amount sufficient to cover the cost of delivery of such courses and programs."

C.   This fee allows universities and colleges to negotiate a separate special fee, up to full cost, for delivery of credit courses with business, industry and governmental entities. If the institution negotiates a special fee, the assessment and collection of additional fees from students (resident tuition, nonresident tuition, other special fees, student activity, health facilities fees, etc.) shall be waived.

3.16.14 Oklahoma Learning Site State Goals, Objectives, and Strategies

To achieve the potential and promise of learning sites, the following state goals with accompanying objectives are established. Also detailed are key strategies to achieve the state goals.

A.   Statement of Goals

1.   Improve the quality of life of Oklahoma citizens.

2.   Improve Oklahoma's rankings on national economic indicators – achieve a condition in which Oklahoma's growth rate on national economic indicators is consistently above the national average.

B.   Objectives

The State System is committed to pursuing a public agenda for higher education encompassing the following objectives:

1.   Provide access for citizens and employers in all geographic areas of the state to needed academic programs and associated support services.

2.   Enhance the capacity of Oklahoma's colleges and universities to meet the needs of the individual and the corporate citizens of the state. This capacity should have these characteristics:

   a.   Accessibility: Oklahoma institutions will have the capacity to deliver educational content to all parts of the state at appropriate times and in appropriate formats.

   b.   Programmatic relevance: Consistent with this policy, Oklahoma institutions will have the capacity to provide needed programs or, if necessary, to acquire programs from out of state. The authority to acquire programs from out-of-state colleges and universities shall be based on demonstrated demand and a State Regents' determination that ongoing programmatic capacity should not be created in the state.

   c.   Quality: As detailed in this policy, Oklahoma institutions will have the collective capacity to provide programs that are competitive in the marketplace with regard to both academic quality and the capacity to be delivered at off-campus locations.

   d.   Responsiveness: Oklahoma's higher education institutions will respond and will be provided the incentives to respond to client needs in a timely fashion. This responsiveness applies to both academic programs and problem-solving/technical assistance.

   e.   Cost-effectiveness: Oklahoma will enhance the quality of existing educational assets (physical and human) and utilize these assets to serve a broader array of clients. Decisions to invest in new educational assets will be made on a very selective basis.

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C.	Strategies to Increase the Educational Attainment Levels of the State's Adult Population

1.	A sub-goal is to reduce the within state variation in educational attainment (i.e., reducing the proportion of the population in the lowest categories of educational attainment).

2.	Promote the development of an economy that fully utilizes the talents of a more highly educated citizenry.

3.	A sub-goal is to reduce the disparities among the state's regions and between urban and rural areas in economic strength (e.g., capacity to attract and retain business, industry, and other employers who provide employment for an educated workforce).

3.16.15 Designation and Operation of Learning Sites

The 25 public colleges and universities, the University Center of Southern Oklahoma, and a learning site in Ponca City are officially designated as learning sites. To most effectively meet the educational needs of the state, the institutional branch campuses must play active roles. At this time, the branch campuses are not officially designated as learning sites. Nonetheless, the home institutions should exercise the philosophy inherent in the learning site initiatives at their branch campuses and work aggressively to meet community educational needs.

These designated learning sites provide geographic access to nearly all Oklahoma residents. Therefore, rather than proactively seeking the development of new sites in additional communities, the State Regents will focus attention on ensuring the capacity of these initial sites to function effectively as learning sites.

The State Regents recognize that communities in addition to those where initial site designations are made may want a learning site as one component of a broader community development strategy. The State Regents will decide the designation of such locations as learning sites on a case-by-case basis. Among the factors that will be considered in making a decision regarding such a designation:

A.	The proximity of the proposed site to one previously designated and the extent and nature of adverse impacts on the existing learning sites.

B.	The availability of appropriate physical facilities. These facilities can be located either in existing structures – libraries, schools, community centers, or corporate offices – or in structures constructed expressly for this purpose. In the latter case, funding for construction must come from sources other than the state.

C.	The availability of necessary technology (bandwidth, computing capacity, interactive video, etc.).

D.	Provision for ensuring the availability of the staffing necessary to offer required administrative and student support services at

the learning site.

3.16.16 Responsibility

Consistent with the State Regents' functional assignments, each institution is assigned a geographic area within which it, as a learning site, is charged with ensuring that priority educational needs in their assigned areas are met.

In the case of learning sites that are not based at an existing institution, the State Regents will designate an institution as responsible, or the State Regents will assume the responsibility for identifying the educational needs and providers with the advice of clients and local community stakeholders.

3.16.17 Coordination of Multiple Learning Sites in the Same Area

There are instances in which multiple learning sites serve residents of the same geographic area. Initially, the State Regents will recognize each such learning site as equal within the context of this policy. These learning sites are encouraged to develop a mechanism for working cooperatively to identify and arrange for provision of educational services to residents of their responsibility area.

After monitoring the level of service delivery relative to community need, the practice detailed above may be altered and one or more learning sites may be selected to assume a leadership position in assessing local needs and devising a response to those needs.

3.16.18 Program Approval and Review

This policy and the State Regents' *Academic Program Approval Policy and Academic Program Review Policy* guide new program approval and review.

Consistent with the State Regents' Academic Planning and Resource Allocation (APRA) initiative, priority for investments in programmatic capacity will be given to selective improvement of existing programs rather than to the creation of new academic programs. The state's existing educational institutions' programmatic capacity is to be utilized to extend the reach to students not currently served by these programs. Institutional identification of programs for selective improvements is to be incorporated into the institutions' academic program review process.

New programs will be approved when, in addition to meeting the requirements in the related State Regents' policies cited above:

A.   No acceptable providers either within or outside the state of a needed program can be identified.

B.   The State Regents determine that the new program is in the long-term interests of the institution and the state.

C.   Opportunities for improved quality, delivery, and cost savings can be achieved through collaboration of several institutions in the development of programs, courses, or modules for off-

campus delivery.

3.16.19 Planning

A.   Select programmatic areas in which the institution has or intends to develop the capacity to deliver high-quality learning opportunities at sites distant from the campus.

B.   Identify areas where the institution should consider collaborating with other institutions to develop joint programs, courses, or modules for both distance and on-campus delivery.

C.   Identify areas, in conjunction with the institution's learning site designation, where the institution should import programs, courses, or modules from other institutions to serve both learning site and on-campus students.

D.   Identify programs or courses for redesign (perhaps in collaboration with other institutions) to be better suited to distance delivery and/or to enhance the effectiveness, efficiency, and flexibility of on-campus delivery.

3.16.20 Host Institutions

The objective of new fiscal provisions and incentives for the host institutions/learning sites is founded on the need to develop and maintain essential infrastructure and support services and to incentivize the importing of courses and programs to meet priority needs in the region.

A.   Capacity Building/Sustaining Grants (Receive Site Funding)

Each learning site recognized by the State Regents will receive an annual grant to be used in the creation and maintenance of the basic infrastructure necessary for successful functioning of a site. In the initial years, it is anticipated that the funds will be utilized primarily to equip interactive video classrooms, computer labs, etc. In subsequent years, it is anticipated that these funds will be utilized to replace equipment on a regular cycle and provide some funding for necessary support staff. Since capacity building/sustaining grants are largely institutional grants, institutions with more than one site (a branch campus, center, etc. in addition to the main campus) are encouraged to target their funding on those sites where there is the least potential overlap with other institutions.

B.   Service Level Rewards

In addition to capacity building grants, as funds become available learning sites will be funded for the amount of service provided to clients in the responsibility areas which they serve. As additional funds become available, funding officially designated higher education sites at appropriate levels is the recommended first priority and incentive funding is the recommended second priority. The greater the service provided, the greater the funding that flows to the learning site. This funding mechanism component is based on only service delivered by an institution other that the host institutions,

including services produced by another institution that replace those that would normally be taught by an institution's own faculty. (A methodology to determine service level rewards will be developed.)

    C.   Priority Investment Fund

To the extent funding is available, the State Regents will develop a priority investment fund tied to economic and workforce development objectives set in cooperation with the Oklahoma Department of Commerce. The objective of the priority investment funds is to make it cost feasible for institutions to provide new, high-priority offerings for low numbers of potential learners in sparsely populated regions. The intent of the fund will be to ensure that priority programs and services are available and that the target audience can gain access to the services through learning sites.

3.16.21 Provider Institutions

Electronic Curriculum Development Fund. Because provider institutions need support to develop and deliver high-quality electronic courses, modules, or programs, the State Regents will expand on the cooperative curriculum development project by creating and maintaining a curriculum development fund, as funds become available. The intent of this fund will be to support initiatives from institutions, consortia of institutions, or inter-institutional teams to develop new curricula, modules, or new educational methods. Many of the needs in Oklahoma are likely to be in locations and fields where new approaches to curricular design and delivery will be necessary. To the extent funds are available; grants under this fund will be made annually on a competitive basis. The purpose of the grants will be to develop courses that can be: a) effectively delivered to off-campus locations and b) simultaneously utilized on campus to deliver instruction in a more effective and efficient way.

3.16.22 Reporting

    A.   All electronic media and traditional off-campus course data will be an integral part of each institution's unitized data system.

    B.   To the fullest extent possible, reports of authorized electronic media and traditional off-campus courses will be completed using the Unitized Data System (UDS). Until such time as UDS can accommodate these reports, institutions will submit the needed information.

    C.   Copies of signed and executed college or university traditional off-campus agreements will be provided to the State Regents' office prior to the offering of the course(s).

    D.   Institutions will annually report on learning site operations in the Academic Plan submitted to the State Regents in July each year. Periodically, a report on the status of learning sites will be published by the State Regents.

3.16.23 Policy Review

This policy will be reviewed on a regular basis. Benchmarks for evaluating the policy's effectiveness should be based on the academic quality of the courses and programs and the cost and accessibility to Oklahoma citizens. Additional measures for evaluating student success should include retention, grades, graduation rates, general satisfaction with course quality, methods of delivery, and academic support services.

Combined Electronic Media, Off-Campus, Learning Site Policy: Approved May 30, 2003. Electronic Media Policy: Approved June 28, 1995. Revised January 24, 1997; June 30, 1998; June 29, 2001. Off-Campus Policy: Approved April 29, 1968. Revised February 22, 1988; September 23, 1994; January 24, 1997; June 29, 2001. Learning Site Policy: Approved April 16, 1999. Definitions and Electronic Media Policy sections revised and adopted by the State Regents April 2, 2009.

3.17   IN-STATE/OUT-OF-STATE STATUS OF ENROLLED STUDENTS

    3.17.1 Purpose

        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. This policy statement establishes definitions, principles, criteria, and guidelines to assist institutional officials in the classification of postsecondary students as in-state/out-of-state students. Also, the policy statement should be helpful to prospective students in the determination of their in-state/out-of-state status prior to enrollment or for those out-of-state students seeking to be reclassified as in-state. Determination of in-state status for purposes of attendance at an institution in the state is based primarily on domicile as defined below.

        Since 1890, it has been public policy in Oklahoma to provide comprehensive, public higher education opportunities for citizens to improve themselves, to upgrade the knowledge and skills of the Oklahoma work force, and to enhance the quality of life in Oklahoma generally. Therefore, residents of Oklahoma are afforded subsidies covering a portion of their educational costs at state colleges and universities.   Out-of-state students are also provided educational subsidies, although at lower levels than those provided for permanent in-state students.

        Out-of-state tuition waivers provide Oklahoma institutions the ability to attract and graduate out-of-state students with academic abilities and talents who contribute to the economic development, vitality and diversity of the state's campuses. Additionally, Oklahoma institutions located near the state's borders are especially sensitive to serving demographic areas where population, tax dollars, property ownership, etc., cross state borders frequently. Out-of-state tuition waivers allow institutions to serve the community and surrounding area to the benefit of the institution and its students without detriment to Oklahoma residents.

    3.17.2 Definitions

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

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

        "Domicile" is a person's 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 intent to remain. When these two occur, there is domicile.

        "Documented foreign national" is a person who was born outside the jurisdiction of the United States (U.S.), is a citizen of a foreign country, and has not become a naturalized U.S. citizen under U.S. law, but has entered the U.S. by way of legal documentation such as a visa.

"Full-Time Active Duty Military Personnel" for the purposes of this policy, are members of the armed forces who are on active duty for a period of more than 30 days (means active duty under a call or order that does not specify a period of 30 days or less). Personnel and their spouse and dependent children may be classified upon admission as in-state as long as they are continuously enrolled.

"Armed Forces" means Army, Navy, Air Force, Marine Corps and Coast Guard. Such term does not include full-time National Guard duty. For details regarding the Oklahoma National Guard, refer to Chapter 4 Budget and Fiscal Affairs policy section 4.18.5.j pertaining to eligibility requirements for the tuition waiver.

"Full-Time Professional Practitioner or Worker" is a U.S. Citizen or Lawful Permanent Resident 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" is an undergraduate student 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 or as required by the institution.

"Independent person" is one who is responsible for his or her own care, custody, and support.

"In-state" status is a classification for a postsecondary student who has lived continuously in Oklahoma for at least 12 months not primarily as a postsecondary student, has established domicile in Oklahoma, and meets requirements associated with in-state status including sections 3.17.4, 3.17.7 and 3.17.8. Students classified upon admission as in-state are eligible to apply for state scholarship and financial aid programs.

"Lawful permanent resident" is a naturalized alien who has been granted official immigration status as a lawful permanent resident of the U.S. This is evidenced by a lawful permanent resident card (also called a "green card").

"Out-of-state" status means an individual does not meet in-state requirements defined in this policy unless otherwise allowed by exceptions or provisions in policy.

"Out-of-state tuition waiver" is the portion of tuition that is waived in excess of that paid by students classified as in-state. This is referred to as "Nonresident Tuition Waiver" in State Regents' *Fiscal Policy*.

"Undocumented student" is a person who was born outside the jurisdiction of the U.S., is a citizen of a foreign country, and has not become a naturalized U.S. Citizen under U.S. Law and has entered the U.S. without documentation. Refer to 3.17.6

"U.S. Citizen" is a person born in the United States, a U.S. Territory or former U.S. Territory or who has been granted citizenship by the U.S. Government.

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 manual.

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.

D.   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.

3.17.5 Documented Foreign Nationals

Documented foreign nationals may attend as postsecondary students if they have appropriate educational visas. 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.

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.

3.17.6 Undocumented Students

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:

A.   Graduated from a public or private Oklahoma high school;

B.   Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and

C.   Satisfies admission standards for the institution.

Individuals who meet the above requirements are eligible for enrollment and/or out-of-state tuition waivers if that individual:

1.   Provides the institution with a copy of a true and correct application or petition filed with the United States Citizenship and Immigration Service (USCIS) to legalize the student's immigration status, or

2.   Files an affidavit with the institution stating that the student will file an application to legalize his or her immigration status at the earliest opportunity the student is eligible to do so, but in no case later than:

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 date the USCIS provides such a formal process, and

3.   If the student files an affidavit pursuant to subsection B. above, presents to the institution a copy of a true and correct application or petition filed with the USCIS no later than:

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 date the USCIS provides such a formal process, which copy shall be maintained in the institution's records for that student.

4.   Any student who completes and provides the institution with a copy of a true and correct application or petition filed with USCIS to legalize the student's immigration status shall not be disqualified on the basis of the student's immigration status from any scholarships or financial aid provided by this state as long as the student meets the following:

a.   Graduated from a public or private Oklahoma high school;

b.   Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school in this state for at least two (2) years prior to graduation; and

c.   Satisfies admission standards for the institution.

5.   This policy shall not impose any additional conditions to maintain eligibility for an out-of-state tuition waiver at a postsecondary educational institution within The Oklahoma State System of Higher Education on a student who was enrolled in a degree program and first received an out-of-state tuition wavier and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

3.17.7   Military Personnel

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. 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.

Dependent children of members of the military reserve on full-time active duty shall be immediately classified upon admission as in-state status provided that Oklahoma is the home or record and the student maintains continuous enrollment. These dependent children shall retain in-state status without the 12 month requirement provided that the member of the military reserve was discharged or released under conditions other than dishonorable and as long as the student remains continuously enrolled. For the purpose of this section, "home of record" is the location where the reservist enlisted, reenlisted, or was commissioned into the military.

Former full-time active 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.

3.17.8   Full-Time Professional Practitioner or Worker

A U.S. citizen or Lawful Permanent Resident who provides 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 dependents 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 as described in section 3.17.3 of this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

3.18   ACADEMIC CALENDARS

3.18.1   Purpose

This policy establishes a uniform academic calendar for the State System.

3.18.2   Definitions

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

"Academic Term" is 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.

"Drop Period" is in general, the first one-eighth of an academic term.

"Fall Semester" is an academic term that begins mid to late August or early September and ends in December.

"Intersession" is an academic term shorter than a traditional semester or summer session, generally between semesters or between the summer session and spring and fall semesters.

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

"Spring Semester" is an academic term that begins in January and ends prior to the first of June.

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

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 as defined above.

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.

3.18.5   Competency-Based Learning

State System institutions have long recognized that college-level learning may be acquired in a variety of settings and can be documented objectively and comprehensively through written or performance examinations and other academically sound procedures. This certification of learning based on the student's demonstration of competency is a valid means of awarding academic credit. The basis for such certification of learning is a valid, credible assessment system which reliably determines whether a student possesses clearly identified, standards-based knowledge, skills, and abilities.

Institutions are encouraged to develop and implement assessment systems which validate competency-based student learning. Such assessment systems should include the following characteristics: (1) Portability: an assurance that the student's current ability levels are of sufficient range to allow individuals who possess such a credential to use

it to seek alternative work situations and academic opportunities; (2) Performance-based: be based wherever appropriate on direct demonstration of abilities. Such methods must be demonstrably valid in predicting actual future performance in a job setting or in further education; (3) Accomplishments as well as abilities: the documentation of past activities and accomplishments through a carefully evaluated portfolio of the student accomplishments and experiences can be of substantial value in assuring the validity of any assessed attribute or skill; and (4) Technology-intensive: assessment instruments should make full use of the new kinds of technology including computer-based standardized tests, more extensive task-based assignments distributed via CD-ROM or over the Internet, and team-based assignments using network or interactive video technologies.

There are alternatives to reliance on time-in-class as the basis for determining academic credit-hours earned. The achievement of academic credit-hours should be linked to demonstrated student learning either through regular class assignments and evaluations or demonstration of competencies. It is the responsibility of the faculty of each institution to translate student demonstrated competencies to academic credit-hours earned.

When determining the appropriate academic credit for non-traditional or accelerated format courses, institutions must adhere to the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) Handbook of Accreditation standards. The HLC does not require every institution to follow the traditional semester. However, the HLC requires institutions to assess rigorously student attainment as a result of the courses they take. Institutions offering courses in accelerated or other non-traditional formats are expected to be especially diligent in documenting that students in these courses master the skills and knowledge expected of students in traditional courses.

See the related State Regents' policies on *Credit for Extrainstitutional Learning and Add/Drop Fiscal Policy*.

3.19 ASSESSMENT

3.19.1 Purpose

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 outcomes, and the responsibility of the State System.

3.19.2 Definitions

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

"Assessment of Student Satisfaction" are measures of perceptions of student and alumni satisfaction with campus programs and services.

"Basic Academic Skills: Minimum required skills for college success in English, mathematics, science, and reading."

"Basic Academic Skills Deficiencies: Assessment requirements that have not been met by either the minimum ACT subject scores (English, math, science reasoning, or reading) or institutional secondary assessments required for a student to enroll in college-level courses in the subject area."

"Curricular Deficiencies: High school curricular requirements 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. These include four units of English, three units of mathematics, two units of laboratory science, three units of history and citizenship skills and three units of elective course that fit into one of the categories above or foreign language or computer science."

"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."

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

"General Education Assessment" are measures of competencies gained through the student's general education program.

"Graduate Student Assessment" are 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.

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

"Remedial/Developmental Courses: Zero-level courses that do not carry

college credit and are designed to raise students' knowledge competency in the subject area to the collegiate level."

"Remediation: Process for removing curricular or basic academic skills deficiencies through remedial/developmental course work or supplemental instruction or other interventions that lead to demonstration of competency."

"Student Assessment" is 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.

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. Detailed information on assessment reporting is available in the *Academic Affairs Procedures Handbook* available upon request.

In recognition of varying institutional missions and clientele served, assessment components will be campus based under the leadership of the local faculty and administrators providing the procedures meet the requirements detailed in the following sections. Assessment programs should consider the needs of special populations in the development of policies and procedures. Finally, as institutions develop criteria and select assessment mechanisms, each program component should be coordinated and complement the whole.

3.19.4   Entry Level Assessment and Placement

A.   Minimum Basic Academic Skills Requirements

Each institution will use established ACT scores at or above the State Regents' established minimum in the four subject areas of science reasoning, mathematics, reading, and English as the initial determinant for individual student readiness for college level course work. These minimum ACT subscores provide a standard for measuring student readiness across the State System and are evaluated by the State Regents on an annual basis.

Students scoring below the minimum level, will be required to undergo additional testing to determine the level of readiness for college level work consistent with the institution's approved

assessment plan, or successfully complete remedial/developmental course work in the subject area. Students must remediate 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. More information concerning removing curricular deficiencies may be found in the State Regents' *Remediation and Removal of High School Curricular Deficiencies Policy*. Similarly, 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.

These minimum subject test score requirements will be communicated regularly to college bound students, parents, and common schools for the purpose of informing them of the levels of proficiency in the basic academic skills areas needed to be adequately prepared for college level work.

Students admitted under the special adult admission provision may be exempt from entry-level assessment requirements consistent with the institution's approved assessment plan.

B. Concurrently Enrolled High School Students

For high school students wishing to enroll concurrently in college courses the established ACT score in the four subject areas will apply as follows: 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.

C. Institutional Programs

Institutional entry level assessment programs should include an evaluation of past academic performance, educational readiness (such as mental, physical, and emotional), educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process to ensure that students enroll in courses appropriate for their skill levels. Tracking systems should be implemented to ensure that information from assessment and completion of course work is used to evaluate and strengthen programs in order to further enhance student achievement and development. The data collection activities should be clearly linked to instructional improvement efforts.

3.19.5 General Education Assessment

The results of general education assessment should be used to improve the institution's program of general education. This assessment is designed to measure the student's academic progress and learning competencies in the areas of reading, writing, mathematics, critical thinking, and other areas of general education.

General education assessments will normally occur after the student has completed 45 semester hours and prior to the end of the degree program for associate degree programs and prior to the completion of 70 semester hours for students in baccalaureate programs.

Examples of appropriate measures include academic standing, GPA, standardized and institutionally developed instruments, portfolios, etc.

3.19.6   Program Outcomes Assessment

Selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) for program outcomes assessment is the responsibility of the institution subject to State Regents' approval. Preference should be given to nationally standardized instruments. The following criteria are guidelines for the section of assessment methodologies:

A.   Instrument(s) should reflect the curriculum for the major and measure skills and abilities identified in the program goals and objectives.

B.   Instrument(s) should assess higher level thinking skills in applying learned information.

C.   Instrument(s) should be demonstrated to be reliable and valid.

Nationally normed instruments required for graduate or professional study, or those that serve as prerequisites to practice in the profession, may be included as appropriate assessment devices. Examples are the Graduate Record Exam (GRE), National Teacher Exam (NTE), and various licensing examinations.

3.19.7   Assessment of Student Satisfaction

Perceptions of students and alumni are important in the evaluation of and the enhancement of academic and campus programs and services. Such perceptions are valuable because they provide an indication of the students' subjective view of events and services which collectively constitute their undergraduate experiences. Evaluations of student satisfaction can be accomplished via surveys, interviews, etc. Resulting data are to be used to provide feedback for the improvement of programs and services.

Examples of programs/activities to be included in this level of assessment are satisfaction with student services, quality of food services, access to financial aid, residence hall facilities, day care, parking, etc.

3.19.8   Graduate Student Assessment

Higher education institutions that charge graduate students the student assessment fee must perform graduate student assessment. An institution

that charges the assessment fee will include a description of graduate student assessment and assessment fee usage in its institutional assessment plan. Graduate student assessment results will be included in the institution's annual assessment report to the State Regents. In addition to the annual reporting requirements described above, graduate programs should attempt to present instrument data that compare graduate student performance with statewide or national norms.

The institution's plan for graduate student assessment will explain each graduate program's assessment process, including stages of assessment, descriptions of instruments used, methods of data collection, the relationship of data analysis to program improvement, and the administrative organization used to develop and review the assessment plan. The institution will adopt or develop assessment instruments that augment pre-assessment fee instruments (i.e. grade transcripts, GRE scores, course grades, and comprehensive exams). Departmental pre-tests, capstone experiences, cohort tracking, portfolios, interviews, and postgraduate surveys are some commonly used assessment methods.

Approved October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996.

3.20 REMEDIATION

3.20.1 Purpose

This 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.

3.20.2 Definitions

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

"Basic Academic Skills: Minimum required skills for college success in English, mathematics, science, and reading."

"Basic Academic Skills Deficiencies: Assessment requirements that have not been met by either the minimum ACT subject scores (English, math, science reasoning or reading) or institutional secondary assessments required for a student to enroll in college-level courses in the subject area."

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

"Curricular Requirements" are the 15 units of high school course work required for college admission to public colleges and universities in the State System. These include four units of English, three units of mathematics, two units of laboratory science, three units of history and citizenship skills, and three units of elective courses that fit into one of the categories above or foreign language or computer science.

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

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

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

"Remediation: Process for removing curricular or basic academic skills deficiencies through remedial/developmental course work or supplemental instruction or other interventions that lead to demonstration of competency."

3.20.3 Principles

A.   High School Curricular Requirements

The State Regents' *Institutional Admission and Retention Policy* lists 15 units of high school curricular requirements for

admission to programs leading to associate in arts, associate in science, and baccalaureate degrees. As defined in the policy, students must meet all high school curricular requirements to be admitted to the research or regional institutions. The only exceptions are noted in the special admission and summer provisional admission options. The policy requires institutions admitting students with one or more curricular deficiencies in the special admission categories to provide the means to satisfy those deficiencies and to remediate these deficiencies within the first 24 college-level credit hours attempted.

The high school curricular admission requirements were adopted by the State Regents to help ensure adequate high school academic preparation. It is the expectation of the State Regents that students applying for college entry will have successfully completed, at a minimum, the required high school course work. Research indicates that the academic preparation a student receives in high school correlates with success in college. Specifically, students who take more high school core subjects generally score higher on the ACT and earn better grades in college than students who take a minimum number of core courses. High school students should consider the prescribed 15 unit high school core curriculum a minimum standard. Students are encouraged to take additional core courses.

Some students will lack these requirements upon entering Oklahoma colleges and universities; others will have taken the required courses but will remain unskilled in the disciplines. The following principles are the foundation for this policy:

B.   Basic Academic Skills Requirements

The State Regents' *Assessment Policy* requires that each college and university assess individual students at college entry to determine academic preparation and course placement. Each institution uses established ACT scores at or above the State Regents' established minimum in the four subject areas of science reasoning, mathematics, reading, and English as the initial determinant for individual student readiness for college level course work. These minimum ACT subscores provide a standard for measuring student readiness across the State System and are evaluated by the State Regents on an annual basis. Students scoring below the minimum level are required to undergo additional testing to determine the level of readiness for college level work consistent with the institution's approved assessment plan, or successfully remediate in the subject area.

C.   The following principles are the foundation for this policy:

1.   Certain disciplines, most notably mathematics, English, and science, build on requisite knowledge. College courses in such disciplines assume a student knowledge base gained in high school or other previous academic experiences. It is therefore imperative that students not

enter collegiate courses in these fields lacking that knowledge.

2. Students should not enroll in collegiate courses in history or other elective courses without a necessary foundation in reading and writing.

3. Students who can demonstrate competency in an academic field even though they did not take the required course(s) in high school will have the curricular deficiency waived for purposes of remediation. Such students will be allowed to enter the respective discipline's collegiate courses.

4. Within the State System, the community college tier is officially designated as responsible for the remedial/developmental education function. While institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have this remedial/developmental responsibility, such schools may offer remedial courses if fully supported through student fees.

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 subscores 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 systemwide 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.

Approved November 15, 1991. Revised August 16, 1994; June 28, 1995; June 28, 1996.

3.21 TEACHER EDUCATION

3.21.1 Purpose

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

3.21.2 Definitions

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

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

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

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

"Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' *Grading Policy*.) This GPA may be used to determine financial aid or eligibility, admission to graduate or professional programs, or for graduation honors.

3.21.3 Criteria for Admission to Teacher Education Programs

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

A. Achieve a GPA of 3.0 or higher in all liberal arts and sciences courses.

B. Students may qualify for admission if they achieve a GPA of 3.0 or higher on a 4.0 scale in all liberal arts and sciences courses (a minimum of 20 hours) as defined in the State Regents' *Undergraduate Degree Requirements Policy*.

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

D. 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.

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

F. 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.

G. Institutional and individual programs' admission policies should be considered minimum. Institutions are encouraged to propose more rigorous standards for approval by the State Regents. These standards should be based on indices which have been shown to be related to success in the program.

3.21.4 Degree Requirements and Guidelines for Articulation of Teacher Education Programs

The offering of courses and programs classified as professional teacher education is reserved to those universities with approved degree programs leading toward certification as a public school teacher or administrator. Community colleges are approved to offer paraprofessional programs in areas related to, but not identical with, teacher education. Such programs, including child care and library technical aide, frequently utilize course content which is similar to that of professional teacher education courses. Community colleges have an active role in providing general education course requirements to teacher education students as detailed below. Select requirements are listed below.

A. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 semester hours in liberal arts and sciences course work in each of the academic core areas: English, mathematics, science,

and social sciences. These courses may be taken at either a community college or university.

B.   Students majoring in secondary and elementary/secondary education are required to have an undergraduate major, in a subject area, including 18 hours in each assigned subject area.

C.   Institution officials are permitted to select the course work in each of the core areas that is appropriately suited to meet the established teacher preparation competencies and related assessments. However, professional education courses (methods courses) may not be included in the minimum twelve-hour blocks.

D.   College and university officials are to review the mathematics curriculum and develop and/or modify courses that will meet the standards proposed by the National Council of Teachers of Mathematics.

E.   Teacher preparation programs at the preservice level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution.

3.21.5 Professional Teacher Education Guidelines

A.   Professional teacher education courses are developed by universities to meet required Oklahoma teaching competencies. Universities with teacher education programs are encouraged to develop articulation agreements with community colleges. Such agreements must be consistent with state and national program accreditation standards.

B.   Area of specialization courses for early childhood, elementary education, and special education majors must be offered by a university with an approved teacher education program.

C.   Paraprofessional courses such as those designed for early childhood care, library aides and similar career programs may or may not substitute for required area of specialization courses in early childhood education, library education, and similar teacher education programs.

D.   Awarding credit for CLEP exams will follow guidelines established in the State Regents' *Credit for Extrainstitutional Learning Policy*.

E.   Advisement processes would be aided if titles and descriptions of general education courses at all colleges and universities do not utilize terminology such as "public school," "elementary teacher," or other professional education phrases.

3.21.6   Guidelines for Teacher Preparation Faculty

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

A.   In order to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools, teacher education faculty, including the deans of the colleges of education, should: (1) teach regularly scheduled classes in a state accredited school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct contact with students. A minimum of 10 clock hours per school year is recommended.

B.   It is recommended that this experience be scheduled in blocks of time longer than one hour, so that the classroom experience is one of greater depth. Ideally, the classroom experience should be active teaching rather than entry-year observation time and in a variety of school environments, ranging from large, urban to small, rural.

C.   Faculty members are expected to incorporate their varied common school classroom experiences into their teacher preparation at the university level. Specifically, faculty members have the responsibility to make students aware of and to provide teaching strategies for maximizing student learning in the multitude of various classroom environments. These efforts should include empowering students with an awareness of and teaching strategies for maintaining classroom order and appreciating the diversity in students' ethnicity, language, family environments and relationships, and socioeconomic circumstances. It should be noted that these teaching skills are required for students to be successful teachers regardless of the size of the community in which they teach and should be modeled for these students. Additionally, students should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

3.22 TEACHER PROFESSIONAL DEVELOPMENT RESIDENCY PROGRAM

3.22.1 Purpose

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

3.22.2 Residency Committees

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

A. A mentor teacher

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

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

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

3.22.3 Administration

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

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

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

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

B. Participating institutions shall be expected to implement the Residency Program in accordance with policies and procedures established by the State Regents, the rules and regulations

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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.

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

3.23   OKLAHOMA TEACHER CONNECTION

Administrative Rule Title 610 Chapter 1 Subchapter 13 (610:1-13)

3.23.1   Purpose (610:1-13-1)

The purpose of this Subchapter is to describe the Oklahoma Teacher Connection (OTC). The OTC is to continue the recruiting, retaining, and placing of teachers in public schools of the State of Oklahoma [70 O.S. § 6-130]. The Act states that such efforts shall include but not be limited to:

A.   The provision and coordination of support services to teacher training programs in state institutions of higher education, including the funding of grants for campus-based recruitment, retention and placement programs that assist students who intend to become teachers;

B.   The establishment and development of recruiting programs for potential teachers, including pre-collegiate curricular courses that emphasize school success and the opportunity to investigate teaching as a career choice, future teacher clubs and collegiate programs designed to recruit students making transitions form other careers and other areas of study;

C.   The hosting of conferences and workshops dealing with issues that affect teacher recruitment, retention, and placement;

D.   The creation of activities in the public and private schools of Oklahoma which enhance the image of the teaching profession; and

E.   The creation and development of placement services providing assistance to both educators and school districts seeking to hire qualified teachers. [70 O.S. § 6-130]

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.

A.   Academic Commitment to Education (ACE). The ACE program is an exemplary program that encourages high school students who possess high academic and leadership standards to consider teaching as a viable career. The yearlong course is designed to provide opportunities for students to explore the education system, learn about different areas and levels of teaching, conduct observations and focus on portfolio development. The program takes a hands-on, practical approach to teaching careers and is taught by instructors selected by the school principal.

B.   Leadership, Education and Achievement Program (LEAP). LEAP is a course designed for middle and junior high school students and targeted towards those students that exhibit the

potential for academic success. Like ACE, LEAP is also a yearlong course which encourages students to consider a career in education. However, other careers are observed as well. The course provides students with the skills necessary to be successful in high school and college and prepares them for high academic achievement. Preparation also involves activities for advancing leadership skills, team building skills, and service learning. Instructors are selected by the principal.

C.   Collegiate Grant Program. The Collegiate Grant Program supports the overall objectives of the OTC by providing a link between institutions of higher education, OTC pre-collegiate programs and K-12 districts in the interest of promoting, recruiting and retaining teachers. Grants provided to the colleges of education within these various institutions, enable pre-collegiate and collegiate students to gain a better understanding of careers in education and allows them to interact with professionals already in the field Some of the grants support financial aid for students, on-campus skill development activities and mentor/parent/peer support structures for prospective teachers.

Permanent Rule Effective 5/13/, Revised 10/26/06. Revised October 20, 2011.

3.24 INSTRUCTORS' ENGLISH PROFICIENCY

3.24.1 Purpose

Oklahoma Statute 70 O.S. §3224 and §3225 (2001) 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.

3.24.2 Definitions

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

"Graduate Teaching Assistant" is an individual enrolled in post-baccalaureate studies who has been selected by the graduate department to teach courses in exchange for cash compensation and/or tuition remission.

3.24.3 Exceptions

Exceptions include the instruction of courses that are designed to be taught predominantly in a foreign language and elective, special arrangement courses such as individualized instruction and independent study courses.

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.

Approved 1983.

3.25 PROFESSIONAL PROGRAMS

3.25.1 Purpose

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

3.25.2 Definitions

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

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

"Retention/Graduation Grade Point Average (hereinafter referred to as GPA unless preceded by another descriptor such as 'high school')" is the average of a student's earned grades calculated by point values assigned to letter grades that is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. (See the State Regents' *Grading Policy*.) This GPA may be used to determine financial aid or eligibility, admission to graduate or professional programs, or for graduation honors.

3.25.3 Admission Standards for the Oklahoma State University College of Osteopathic Medicine (OSUCOM) and the University of Oklahoma College of Medicine (OUCOM)

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.

In addition to meeting these quantitative standards, the student must also be judged to be qualified for entry through the qualitative institutional interview process. Within the total incoming class enrollment limits set by the State Regents (OSUCOM – 115 and OUCOM – 200), the colleges of medicine may admit out-of-state students per year as indicated below:

OSUCOM – 15 percent or 20 out-of-state students, whichever is greater

OUCOM – 25 percent or 50 out-of-state students, whichever is greater

Oklahoma students who have met both the qualitative and quantitative standards must be given priority over out-of-state applicants and, in addition, admission through the alternative admission category must give high priority to Oklahoma citizens and to addressing the need for cultural diversity within the student body.

When the MCAT system of scoring changes, the State Regents will specify the appropriate new MCAT score based on the same percentile ranking for the new scoring system as the percentile ranking of the scores specified above represent under the current scoring system. The State Regents *Academic Affairs Procedures Handbook* lists the current admission criteria and courses needed for admission.

3.25.4   Program Standards for the OU College of Medicine

Grading, promotion and graduation standards are determined by college faculty in accordance with the Liaison Committee for Medical Education (LCME) standards. LCME accreditation standards are described in the *Function and Structure of a Medical School* publication.

The grading, promotion and graduation standards are outlined in policies published in the College of Medicine policy manual and in the College of Medicine Student Handbook.

3.25.5   OU College of Allied Health

    A.   Doctor of Audiology

        Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Higher Learning Commission of the North Central Association (HLC) and the Council on Academic Accreditation (CAA) standards and will be outlined in policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

    B.   Doctor of Physical Therapy

        Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Commission on Accreditation in Physical Therapist Education (CAPTE) standards and will be outlined in the policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

        The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

    C.   Doctor of Science in Rehabilitation Sciences

        Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the HLC standards and will be outlined in the policies published in the College of Allied Health policy manual and in the College of Allied Health Student Handbook.

3.25.6   OU Doctor of Public Health

    A.   Functions

        The College of Public Health is to support and sustain the state and regional public health workforce by providing doctoral level

training in the form of a professional program emphasizing the translation of knowledge into practice.

B.   Standards for Admission

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Council of Education for Public Health (CEPH). In addition to the general admission requirements to the College of Public Health, the minimum standards to be considered for admission are as follows:

1.   A Master of Public Health (MPH) degree from a CEPH accredited school. Applicants with other master's or doctoral degrees from non-CEPH accredited programs will be considered on an individual basis; however, if accepted, these students may be required by the advisory committee to take additional courses that guarantee competency in the MPH core.

2.   A minimum of three years of work experience in a public health-related field.

3.   Three letters of recommendation, of which at least one must be from a current or recent (within the past two years) work supervisor.

4.   A transcript showing a graduate level GPA of at least a 3.5, based upon a 4.0 scale. For those applicants below a 3.5 GPA, the admissions committee may consider the applicant's work, educational experience, personal recommendations, and other relevant experience in making recommendations for admission.

C.   Standards for Retention

In order to be eligible for continued enrollment in the program, a student must maintain a CGPA of at least a 3.00 in all coursework in the professional program. Additionally, the student must successfully pass a general comprehensive examination.

D.   Standards for Graduation

In order to be eligible for graduation from the College of Public Health with a Doctor of Public Health degree, a student must achieve a CGPA of at least 3.00 in all courses required for the professional degree and successfully prepare, write and defend an original applied dissertation.

3.25.7   OSU College of Osteopathic Medicine

A.   Functions

The 1988 Oklahoma Legislature adopted House Bill No. 1801, repealing provisions of law relating to establishment and operation of The Oklahoma College of Osteopathic Medicine and Surgery (70 O.S., Supp. 1981, §4501, §4502, §4503 and

§4504), merging The Oklahoma College of Osteopathic Medicine and Surgery with Oklahoma State University (70 O.S., Supp. 1981, §3423 and §3424), and declaring the College of Osteopathic Medicine to be an agency and an integral part of Oklahoma State University (70 O.S., Supp. 1981, §3103). Among other provisions, House Bill No. 1801 expresses legislative intent ". . . that the Oklahoma State Regents for Higher Education, in determining the functions, programs of study, and standards of education of the college, continue to give emphasis to the preparation of doctors of osteopathic medicine in the field of general practice."

In recognition of the merger of Oklahoma State University with The Oklahoma College of Osteopathic Medicine and Surgery, the Oklahoma State Regents for Higher Education hereby determine the functions of Oklahoma State University to include the operation of a college of osteopathic medicine located in Tulsa County. The Oklahoma State University is authorized to carry out the following functions through the College of Osteopathic Medicine, effective July 1, 1988.

1. To prepare osteopathic physicians and surgeons for the State of Oklahoma through approved and accredited programs which offer complete medical studies, provide bases for further professional advancement, and encourage entrance into general practice.

2. To establish postgraduate programs of medical study, including multi-year internships and residencies, which prepare osteopathic physicians for full participation in both primary and specialized care aspects of professional practice in the State of Oklahoma.

3. To provide a program of public service to Oklahoma communities which are deficient in physician manpower by means of the college-affiliated outpatient clinics, hospitals, and other health-related centers.

4. To offer programs in continuing education for osteopathic physicians and related professionals in order to guarantee the continuation of high standards of osteopathic medical practice for the citizenry of Oklahoma.

5. To cooperate with scientific, educational, and public health agencies in the development of programs which contribute to the improvement of health service and are responsive to general public needs.

6. To engage in scientific research designed to improve the quality of health care with special emphasis given to the application of osteopathic concepts and principles.

B. Grading and Promotion Standards

1. In order to be eligible for promotion or graduation, a student must maintain a minimum of a 2.0 CGPA (based on a four-point scale) during any given academic year.

2. A student who receives a "D" or a "U" in any course may have the privilege of taking a single re-examination in that course or completing special projects or studies in the deficient area(s). If the student passes, the final grade may be no higher than a "C." At the discretion of the department head, appropriate remedial action may be required prior to the re-examination.

3. A student may not be promoted from either the first, second, or third year with a "U" grade being the grade of record for any course taken during that year to be applied toward satisfaction of graduation requirements. All "U" grades must be satisfactorily cleared in accordance with existing academic policy before a student may be promoted from one academic year to the next.

4. A student may not be promoted to the third year of study without passing the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1.

C. Graduation Criteria and Standards

1. A fourth-year student must have completed all scheduled course work including required courses and clerkships, scheduled electives, and preceptorship in order to be eligible for graduation.

2. All students graduating in 2008 and later must take and pass the COMLEX Level 2 Computer Exam (CE) and Performance Exam (PE) as a requirement for graduation.

3. No fourth-year student may be considered for graduation with a "U" grade being the grade of record on any course taken during that year. All "U" grades must be satisfactorily cleared in accordance with existing academic policy before a fourth-year student may be graduated.

4. No student shall graduate without the recommendation of the Faculty, College of Osteopathic Medicine. However, a student who successfully completes all academic requirements but who is not recommended for graduation shall be entitled to receive in writing from the Chief Academic Officer the reasons why he or she is not being recommended, and shall have the right of appeal utilizing an appropriate due process procedure established for this purpose.

3.25.8 OU College of Dentistry

A. Functions

The authorized functions for the College of Dentistry located at the University of Oklahoma Health Science Center are as follows:

1. To prepare dentists for the State of Oklahoma through an approved dental education program in dental education leading to a D.D.S. degree.

2. To prepare dentists for specialty practice, research and teaching by offering approved graduate post-doctoral programs leading to certification and/or M.S. degrees.

3. To present short courses in continuing education for the dentists of Oklahoma according to the need and demand.

4. To provide oral health care for the citizens of Oklahoma in the School's outpatient clinics, University hospitals, and extramural facilities.

5. To conduct research in various clinical and basic science areas.

B. Standards for Admission

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Commission on Dental Accreditation (CODA) standards and will be outlined in policies published in the College of Dentistry policy manual and in the College of Dentistry Student Handbook. The State Regents *Academic Affairs Procedures Handbook* lists the courses needed for admission.

C. Advanced Standing Program for Foreign Trained Dentists

The program for advanced standing students offers qualified graduates of foreign dental programs seeking to practice dentistry in the United States (U.S.) the opportunity to earn the Doctor of Dental Surgery (D.D.S.) degree from the OU College of Dentistry.

Foreign trained dental students who have received their dental degree from an institution outside of the U.S. must meet the standards for retention and must meet the standards for graduation as defined in this policy.

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.

1. The applicant must present official transcripts from previous dental education;

2. Present acceptable TOEFL scores;

3. Complete a comprehensive clinical skills assessment;

4. Pass Part I of the National Board Dental Examination; and

5. Interview.

Those who are conditionally admitted must successfully complete the following requirements below.

1. General orientation;

2. Pre-clinic orientation; and

3. 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.

D. Standards for Retention

In order to be eligible for continued enrollment in the professional program in dentistry a student must meet the following requirements:

1. Complete each prescribed course in the curriculum with a minimum grade of "C" (2.0 on a 4.0 scale).

2. Exhibit professional behavior according to the Principles of Ethics of the American Dental Association and the rules for student conduct as established by the University.

3. Pass Part I of the National Board Dental Examination prior to the third year.

E. Standards for Graduation

In order to be eligible for graduation from the School of Dentistry with a Doctor of Dental Surgery degree, a student must meet the following requirements.

1. Complete each prescribed course with a minimum grade of "C."

2. Exhibit acceptable professional competence (knowledge, skills, attitudes) as judged by the faculty.

3. Pass Part II of the National Board Dental Examination.

3.25.9 Program Standards for the OU Doctor of Pharmacy Program

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Accreditation Council for Pharmacy Education (ACPE) standards and will be outlined in policies published in the College of Pharmacy policy manual and in the College of Pharmacy Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

3.25.10 SWOSU Doctor of Pharmacy

A.   Functions

The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education and is a member of the American Association of Colleges of Pharmacy. The mission of the SWOSU College of Pharmacy is to educate and graduate highly competent practitioners of pharmaceutical care. The College of Pharmacy achieves its mission through excellence in teaching, research/scholarly activity, and service to the university, state, profession, and society.

B.   Standards for Admission

The State Regents' Academic Affairs Procedures Handbook lists the courses needed for admission. The minimum standards to be considered for admission are as follows:

1.   Satisfactory completion of at least 60 semester hours of the pre-pharmacy curriculum.

2.   Completion of all pre-pharmacy biology, chemistry, mathematics, and physics courses.

3.   A minimum CGPA of 2.50.

4.   Submission of valid ACT or SAT scores.

5.   Submission of Pharmacy College Admission Test (PCAT) scores from a PCAT test taken within 3 years of the date of application.

In addition to meeting these quantitative standards, applicants will be required to appear for a personal interview before a committee composed of faculty members and pharmacy students. Preference will be given to Oklahoma residents.

C.   Standards for Retention

In order to be eligible for continued enrollment in the professional program in pharmacy a student must meet the following requirements:

1.   Must maintain at least a 2.00 CGPA (based on a four-point scale) during any given academic year.

2.   Complete each prescribed course in the curriculum with a minimum grade of "C."

3.   Complete at least 12 hours during the fall and spring semesters.

D.   Standards for Graduation

In order to be eligible for graduation from the College of Pharmacy with a Doctor of Pharmacy degree, a student must meet the following requirements.

1. Complete each prescribed course with a minimum grade of "C."

2. Maintain at least a 2.00 CPGA in the professional program.

3. Satisfy a minimum residency requirement of eight semesters or its equivalent while enrolled full-time in the professional program.

3.25.11 NSU College of Optometry

A. Functions

The authorized functions of the Optometry Education Program at NSU are as follows:

1. To establish, maintain and operate a four-year professional program leading toward the Doctor of Optometry (O.D.) degree.

2. To recruit, admit and train a number of optometry students sufficient to meet Oklahoma's need for optometrists, based upon criteria determined by the Oklahoma State Regents for Higher Education in collaboration with the optometry profession and recognized health manpower specialists. In the admission of first-time students, preference shall be given to qualified Oklahoma applicants.

3. To maintain and further develop a professional and support staff capable of operating a quality four-year professional program of optometric education.

4. To establish on the campus at Northeastern State University appropriate classroom and laboratory facilities necessary to support the didactic portion of the four-year professional program in optometry. Also, the institution may establish limited clinical facilities to supplement those external clinical experiences not provided by hospitals, public health agencies, nursing homes, private clinics, and the like.

5. To utilize the clinical facilities of the Hastings Indian Medical Center at Tahlequah as the primary clinical base for the implementation of the four-year professional program in optometry, and to develop agreements with other external clinical agencies as may be necessary to carry out the authorized functions of the professional program.

6. To cooperate with appropriate health care institutions and agencies toward the improvement of vision care among the public in the institution's geographic area of service.

7. To engage in departmental and other research activities

designed to maintain and upgrade the professional skills of the faculty and consequently to improve instruction in the professional program of optometric education.

8.   To provide leadership for maintaining and upgrading the quality of the optometry profession in Oklahoma through the provision of continuing education opportunities for practicing members of the profession.

B.   Standards for Admission

In order to be eligible for admission to the NSU Professional Program in Optometry Education, a student must meet the following criteria and standards listed below. The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

1.   The applicant must have completed a minimum of ninety (90) semester hours of work at an accredited college or university, which will include the satisfaction of the originating institution's lower-division general education requirement.

2.   The applicant must present a transcript showing a composite GPA of at least 2.7, based upon a 4.0 scale.

3.   The applicant must have taken the Optometric Admission Test (OAT).

4.   The NSU Optometry Education Program will consider applicants for admission from all qualified candidates without regard to age, sex, race or national origin.

C.   Retention

For continued enrollment in the program, a student must maintain a CGPA of 2.0 in the professional program. In addition, the student must demonstrate to the satisfaction of the faculty those moral, ethical and professional qualities deemed suitable to the professional practice of optometry.

D.   Authorized Fees and Tuition Charges

The fees and tuition charges for professional optometry courses will be established at a level consistent with the fees and charges of other professional health-related programs and charges for courses outside the professional sequence will be the same as those authorized for other courses at Northeastern by academic level.

E.   Standards for Graduation

A student who satisfactorily completes the first two years of the four-year professional optometry program, and who has met the basic admission standard of ninety (90) semester credit hours including the satisfaction of the general education requirement, shall be eligible to receive the bachelor of science degree with a major in vision science. Following receipt of the bachelor of

science degree in vision science, a student who satisfactorily completes the final two years of the prescribed four-year professional optometry program shall be eligible to receive the Doctor of Optometry (O.D.) degree.

F.   Degrees and Certificates

A student who satisfactorily completes the four-year professional optometry curriculum shall be awarded the Doctor of Optometry (O.D.) degree. A student who satisfactorily completes the baccalaureate curriculum as described above shall be awarded the Bachelor of Science degree.

3.25.12 OSU College of Veterinary Medicine

A.   Functions

The functions of the College of Veterinary Medicine of OSU shall be as follows:

1.   To offer a four-year course of professional training leading to the degree of Doctor of Veterinary Medicine.

2.   To offer a two-year upper-division technical training program leading to the degree of Bachelor of Science.

3.   To offer courses in the basic sciences leading to the Master of Science and Doctor of Philosophy degrees.

4.   To offer graduate clinical training either with or without advanced degree objectives.

5.   To offer service courses for students of the several colleges of OSU and other appropriate institutions.

6.   To offer continuing education programs for the veterinary medical and related professions.

7.   To maintain and operate clinics and hospitals to serve the instructional program.

8.   To maintain and operate an animal care and procurement center for the College of Veterinary Medicine and for the university.

9.   To work cooperatively with the state in the maintenance and operation of a diagnostic service for the benefit of the state of Oklahoma.

10.   To conduct basic and applied veterinary medical research.

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. The following specific criteria and standards are hereby adopted for first-time-entering students and

transfer students. The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

In the determination of eligibility for first-year admission to the OSU College of Veterinary Medicine, fully qualified Oklahoma residents shall be given first priority over residents of other states.

1. Nonresident freshman enrollment shall be limited so that the number of nonresident students enrolling in the OSU College of Veterinary Medicine shall not exceed 25 percent of the total College student enrollment.   See the State Regents' *Policy Statement on Contract Fees for Nonresident Students located in the fiscal policy section Policy and Procedures Relating to Student Fees and Tuition* for a definition of out-of-state contract students.

2. The number of students to be admitted shall be determined in accordance with physical facilities and financial resources available by the Dean of the College of Veterinary Medicine after recommendations of the College faculty and approval by the President of the University.

3. Students applying for first-time admission to the College of Veterinary Medicine shall present a minimum GPA of 2.8 (based on a 4.0 scale) for all courses specifically required for admission to the College of Veterinary Medicine.

4. A limited number of students may be admitted by transfer each year from other accredited colleges to fill the 2nd, 3rd, and 4th year classes back to their original authorized levels. However, the number of nonresident students enrolled at any given time shall not exceed 25 percent of the total enrollment for the college.

5. A maximum of 15 percent of the entering class may be admitted who meet special college admission criteria, but who do not meet the State Regents' admission criteria. These students must have credentials close to those required of students regularly admitted and must be interviewed. Special consideration should be given to the diversity of the students admitted to the program.

3.25.13 OU College of Law

A. Functions

The authorized functions of the Law Center at the University of Oklahoma shall be as follows:

1. To provide a three-year first-professional program of professional training in law culminating in the awarding of the Juris Doctor degree.

2. To provide advanced graduate and professional degree

programs in the Law School designed to produce research scholars and specialists.

3. To provide continuing legal education for members of the bench and the bar through special courses, institutes and seminars, including the publication of appropriate materials in support of this function.

4. To provide nonprofessional legal training degree programs, vocational programs and programs designed for persons already qualified in professions other than the legal profession, which programs, when authorized, may culminate in the awarding of degrees or certificates of achievement.

5. To provide, upon request, service courses in law for institutions in The Oklahoma State System of Higher Education, with academic credit for such service courses to be granted by the requesting institution.

6. To provide a law library which supports the scholarly and instructional activities of the Law Center's faculty, staff, and students and which serves the informational needs of the University, the legal community, and the public.

7. To provide for the publication of legal periodicals such as, but not limited to, the Oklahoma Law Review, the American Indian Law Review, and the Oklahoma Journal of Law and Technology with the proceeds from the sale of such periodicals, together with royalty payments or charges for permission to use copyrighted material there from, to be held by the Law School for its exclusive use.

B. 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 recommendations 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 enter because 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.

3.25.14 Program Standards for Teacher Education Programs

The State Regents have set standards for several areas within teacher education programs including admission, general education, required teaching competencies, articulation, and teacher education faculty. For specific details on teacher education program standards, see the State Regents' *Teacher Education Policy*.

3.25.15 Program Standards for Nurse Education

A. Associate Degree Nursing Programs

1. Institutions Eligible to Offer Programs

Associate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college and (b) adequate resources are available at the institution to support the program.

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 coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the

State Regents following the *Academic Program Approval Policy*.

3. Educational Standards

The standards for nursing education programs offered at institutions in the State System are as follows:

a. Institutions eligible to offer associate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.

b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.

c. The curriculum of the nursing program should meet the standards recommended by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) and when developed should be submitted to the OBN and the State Regents for final approval.

d. Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the associate degree.

e. Graduates of the program shall be eligible to make application to the OBN for examination for licensure as a registered nurse.

4. Accreditation

Accreditation of institutions approved to offer associate degree nursing programs is required. The institution must meet the standards of the OBN and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the National League for Nursing NLNAC or the CCNE within a reasonable time.

B. Baccalaureate Degree Nursing Programs

1. Institutions Eligible to Offer Programs

Baccalaureate degree nursing programs may be offered at institutions in the State System provided (a) there is a need for the program in the area served by the college, and (b) adequate resources are available to support the

program.

2. Procedures for Program Approval

Institutions desiring to offer baccalaureate degree nursing programs should first make application to the State Regents to establish institutional eligibility. Following establishment of eligibility, the institution should proceed to develop the educational program in collaboration with OBN. The State Regents will coordinate consultation with qualified nursing educators to assist institutional officials in program development. After the program has been developed, formal application for program approval should be made to the State Regents following the *Academic Program Approval Policy.*

3. Educational Standards

The standards for nursing education programs offered at institutions in the State System are as follows:

a. Institutions eligible to offer baccalaureate degree nursing programs will be expected to formulate proposed standards for the admission of students which will provide reasonable assurance of their successful completion of the program. The standards shall be submitted to the State Regents for approval.

b. Faculty members who teach the nursing courses shall have qualifications comparable to other members of the faculty and shall be entitled to the same benefits and have similar responsibilities as other faculty members.

c. The curriculum of the nursing program should meet the standards recommended by the NLNAC or the CCNE and when developed should be submitted to the OBN and the Oklahoma State Regents for final approval.

d. Students who complete the curriculum will be expected to meet the graduation standards of the institution and shall be awarded the bachelors degree.

e. Graduates of the program shall be eligible to make application to the Oklahoma Board of Nursing for examination for licensure as a registered nurse.

4. Accreditation

Accreditation of institutions approved to offer bachelors degree nursing programs may be extended by the State Regents on a year-to-year basis until the first class is

graduated. The State Regents' accreditation standards will be based on and consistent with those of the National League for Nursing. Institutions offering nursing programs will be expected to proceed with the necessary steps to attain accreditation by The National League for Nursing within a reasonable time. There is a recognized need for trained manpower in the field of professional nursing. Where appropriate, institutions may desire to develop proposed program offerings in this field. The staff of the State Regents' Office will be available to advise with institutional administrators regarding the need for nursing programs as reflected by results of research and study related to this area of manpower need. Accreditation of institutions approved to offer baccalaureate degree nursing programs is required. The institution must meet OBN standards and hold provisional or full approval from the OBN while proceeding with the necessary steps to attain accreditation by the NLNAC or the CCNE within a reasonable time.

3.25.16 Program Standards for the OU College of Nursing Doctor of Nursing Practice

A.   Functions

The OU College of Nursing Doctor of Nursing Practice (DNP) program is a post master's option specifically for advanced practice registered nurses serving as nurse practitioners and clinical nurse specialists. This program will prepare nurse leaders in unique interdisciplinary and interprofessional environments such as:

- Clinical scholars.

- Health care and policy leaders.

- Evidence-based practice experts.

- Quality improvement leaders.

- Informatics leaders.

B.   Program Standards

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the National League for Nursing Accrediting Commission (NLNAC) standards and will be outlined in policies published in the College of Nursing policy and procedures and in the College of Nursing Student Handbook.

The State Regents' *Academic Affairs Procedures Handbook* lists the courses needed for admission.

3.25.17 LU School of Physical Therapy

A. Functions

The LU School of Physical Therapy was established to address the academic functions in the first professional degree program, the Doctor of Physical Therapy (DPT), and to develop graduate post-professional education opportunities. The functions for the DPT program at LU are as follows:

1. To educate individuals who have the desire to be professional physical therapists and will practice primary care physical therapy in communities with diverse racial and ethnic populations.

2. To educate the graduates of the DPT program to assume the role of professionals who will adhere to the standards of practice of the physical therapy profession.

3. To acculturate the graduates to primary care physical therapy and community health needs of individuals with diverse cultural and ethnic backgrounds living in rural or urban communities.

4. To prepare the DPT graduates as clinical generalists who will work in primary care physical therapy to provide physical therapy services to individuals of all ages who present with disease, injury, impairment, functional limitation and disability.

5. To prepare the DPT graduate to pursue evidence-based clinical practice that is founded on the principles of scientific inquiry and research and leads to best-practice options for physical therapists.

6. To promote the importance of life-long learning and self-directed professional development.

7. To provide the DPT graduates with exemplary role models in professional education, clinical research, clinical practice, and community leadership through the University's and the School of Physical Therapy's record of scholarship, clinical practice and community responsibility.

B. Standards for Admission

The minimum standards to be considered for admission are as follows:

1. Completed requirements for a baccalaureate degree at an   accredited college or university with a minimum GPA of 3.0 on a scale of 4.0.

2. Complete the DPT Program specified prerequisite courses with a "C" or better grade in each course and an overall GPA of 2.5 for the prerequisite courses. Prerequisite courses must have been completed within

the last 10 years. The *State Regents Academic Affairs Procedures Handbook* includes a list of the Prerequisite courses for admission to the DPT program.

3. Submit official undergraduate and graduate transcript(s) directly from all previously attended institutions to the School of Physical Therapy.

4. Submit three recommendations from academic advisors or individuals who can address the potential for success of the applicant.

5. Submit an autobiographical statement.

6. Submit scores from the Graduate Record Examination (GRE) directly to the School of Physical Therapy.

7. Submit documentation of 50 clinical observation hours with a licensed physical therapist.

8. Qualified applicants will complete an interview with the School of Physical Therapy Selection and Admissions Committee Members.

C. Standards for Retention

In order to be eligible for continued enrollment in the DPT program, a student must meet the following requirements:

1. Must earn a grade of "C" or better in each course and must have a GPA of 3.0 each semester to be a student in good standing.

2. Students with a GPA less than 3.0 but greater than or equal to a 2.6 will be placed on academic probation.

3. Students on academic probation must achieve a minimum GPA of 3.0 in the subsequent semester and continue to improve cumulative GPA each semester for continued enrollment in the program.

4. Students on academic probation must achieve a cumulative GPA of 3.0 by the end of the didactic coursework requirement in the summer semester of Year III to proceed to complete clinical education requirements for graduation.

5. Students enrolled in the clinical education courses must achieve the minimum performance standards set for each of the performance criteria.

6. Students must complete the courses in the sequence that the curriculum offers as presented in the DPT program course of study.

D. Standards for Graduation

Graduation standards will be determined by college faculty in accordance with the American Physical Therapy Association's

Commission on Accreditation of Physical Therapy Education standards and will be outlined in policies published in the School of Physical Therapy policy and procedures and in the School of Physical Therapy Student Handbook.

3.25.18 Program Standards for Health Education with External Clinical Components

Colleges and universities of the State System seeking to offer undergraduate programs of health education based in part on clinical training provided by external agencies shall do so only upon prior approval by the State Regents. The following statement is designed to facilitate the observance of uniform standards and practices among institutions awarding academic credit or granting academic degrees or certificates based on clinical training taken by students in hospitals or other external clinical settings.

A. General Principles

    1. Colleges and universities are responsible to the public for the content and quality of their educational programs, including those in which the clinical part of the program is carried out by an external institution or agency.

    2. Academic degrees or certificates conferred by institutions in health-related fields are typically based upon a combination of general education, preclinical specialized and related education, and specialized clinical training. The proportion of student credit hours devoted to each kind of education will vary depending upon the academic level, degree to be conferred, and field of training. However, the clinical component of health-related programs should probably not exceed 50 percent of a two-year program or 25 percent of a four-year program.

    3. A student taking clinical training in a hospital or other external clinical setting must be enrolled in a college or university and must have paid his or her fees before an institution can certify that he or she is a bona fide student for any purpose, including certification to enable students to qualify for participation in a student assistance program.

B. Standards Relating to the Academic Calendar

Programs of clinical training carried out by hospitals and other external agencies will be expected to meet the same calendar standards applicable to colleges and universities of the State System. Although it is not expected that external agencies will conform to the calendar framework of the academic semester, students taking clinical training will be required to complete a requisite number of didactic and laboratory class hours to meet the standards contained in the State Regents' *Academic Calendars Policy*.

C.   Standards Related to Licensure and Accreditation

Students completing health education programs utilizing an external clinical component must be eligible to qualify for state licensure or certification in the field in which the education and training has been received. Also the sponsoring institution will be expected to move toward accreditation by a national agency recognized by the Council on Postsecondary Accreditation within a reasonable length of time.

D.   Relationships between Academic Institutions and Clinical Agencies

1.   Colleges and universities will be expected to make appropriate arrangements for the clinical portion of students' training which takes place in external agencies based upon bilateral affiliation agreements between institutions and clinical agencies.

2.   Academic standards for admission of students to the clinical portion of health-related programs shall be consistent with standards utilized by colleges or universities for admission to the clinical or internship portion of other academic programs on the same level.

3.   Colleges and universities can reasonably expect to reimburse clinical agencies for that portion of employee time and resources which can be identified as educational in nature and for which the clinical agency is not otherwise reimbursed.

4.   Responsibility for assessing student achievement and for awarding academic credit shall lie with the academic institution, whenever students are utilizing the clinical component of their health-related programs for application toward an academic degree or certificate.

E.   Standards Relating to Awarding Academic Credit

1.   Colleges and universities desiring to award academic credit for work taken by students engaged in clinical training carried out by external agencies shall submit requests for approval of specialized course offerings to the State Regents prior to the signing of affiliation agreements with external clinical agencies. Such requests shall describe the nature and content of each specialized course to be carried out by the external agency, together with the methodology to be utilized for the particular course offering, the qualifications of the personnel responsible for each course and the like.

2.   Following completion of students' clinical training, the sponsoring college or university shall place on students' transcripts the name of each specialized clinical course undertaken, the appropriate academic mark earned by

students in each course, and the name of the external clinical agency in which the specialized training occurred. The granting of block credit by institutions for clinical training without course-by-course designation is not authorized.

3. The awarding of academic credit or the conferring of academic degrees or certificates by colleges and universities shall not be contingent upon the passing of a state licensure examination or a standardized national board examination, without the express and prior approval of the State Regents.

4. Institutions desiring to award advanced standing credit for clinical training carried out by hospitals or other clinical agencies shall do so in accordance with the State Regents' *Credit for Extrainstitutional Learning Policy*.

3.25.19 Program Standards for Business Education

This statement guides the State Regents and institutions of the State System with respect to the educational standards and the graduation requirements of business programs (associate in applied science degrees are exempt). The standards and requirements are to coordinate with the economic development functions of institutions as described in the State Regents' *Functions of Public Institutions Policy*.

A. Education Standards

The program curriculum shall:

1. Be integrated with and incorporate the input of an active community-based advisory board, including applicable business and industry leaders.

2. Include an entrepreneurial component that promotes enterprise development.

3. Include a student internship component or similar experience that ties classroom learning to business applications and provides feedback which may be used in future curriculum development.

4. Integrate technology into course content and delivery.

5. Systematically determine technology needs and develop a technology investment policy based on the evaluation of the desired student outcomes.

B. Accountability

Institutions shall conduct business program reviews that:

1. Collect data to compare program performance with a cohort of like institutions.

2. Evaluate student retention and graduation rates for university programs and transfer rates for community colleges with the goal of continued improvement.

3. Evaluate the demand for and uniqueness of the program to assure that it is not unnecessarily duplicative of existing programs (see the State Regents' *Academic Program Review Policy*). If the program is found to be unnecessarily duplicative, the institution should work to collaboratively meet program need with another institution(s).

4. Collect data from alumni in the workplace to ensure that program objectives and student outcomes are congruent.

C. Graduation Requirements

The program shall:

1. Provide comprehensive career services including career counseling, job fairs, resume preparation, interviewing skills, and placement services. Such services should be publicized and readily available to students.

2. Require students to complete a capstone course or project that integrates business disciplines, incorporates practical field experience, and business applications.

3. Develop student learning outcomes standards and require students to demonstrate the designated learning competencies on appropriate assessments prior to graduation.

To monitor the progress, institutions are required to include planning and implementation information for business programs and economic development efforts within their annual academic plans.

3.26   UNIVERSITY CENTER OF SOUTHERN OKLAHOMA

3.26.1   Purpose

Legislation (70 O.S. §3213) creating the Ardmore Higher Education Program (AHEP) was passed in 1975. The legislation was subsequently amended several times, most recently in 2012 (70 O.S., Supp. 1996, §3213), which changed the name to the University Center of Southern Oklahoma. The State Regents are responsible for the coordination and approval of courses and programs offered at the UCSO. The purpose of the UCSO is to deliver public higher education opportunities to the people in the Ardmore area. All provisions in State Regents' policy which refer to the AHEP shall be deemed to refer to the UCSO.

3.26.2   Administrative Principles

A.   The president of each institution will designate a representative to work with the UCSO administration.

B.   The UCSO administration, in cooperation with the institutions, will coordinate the development, printing, and distribution of the course schedule each semester or term. To the extent possible, institutional calendars should be coordinated.

C.   The UCSO administration will provide staff and computer support required for on-line registration, collecting enrollment fees, and generating selected student and class reports.

D.   Institutions will provide the UCSO Chief Executive Officer (CEO) with a copy of all enrollment and grade records of students enrolled.

E.   The Board of Trustees (BOT) in cooperation with the State Regents will provide the structure for a periodic evaluation of the UCSO's activities and services.

3.26.3   Participating Institutions

A.   Lower Division

Murray State College (MSC) has priority for all lower-division courses that are part of its assigned function and programs approved for offering at the UCSO.

B.   Upper Division and Graduate

East Central University (ECU) and Southeastern Oklahoma State University (SEOSU) will provide all upper-division and graduate courses that are part of their assigned functions and programs approved for offering at the UCSO. ECU and SEOSU will coordinate courses and programs to avoid duplication.

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 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 UCSO.

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

3.26.5 State Regents' Policies, Academic Standards, and Program Support

A. All State System academic policies applicable at the main campuses are applicable at the UCSO. These include admission and retention standards; transfer requirements; standards of education; distance learning; degree requirements, etc.

B. Courses should be taught by an individual who meets the

standards for a regular faculty member of the institution awarding the credit. Whenever possible, courses should be taught on an in-load basis as part of the faculty member's regular teaching assignment.

C. Institutions are responsible for providing admission and enrollment services, academic counseling, and financial aid services for students enrolled in their programs on a basis comparable to the students enrolled on the main campus.

D. The UCSO will provide a basic library collection and access to other library materials. The institutions will augment the collection to ensure students have access to learning materials (library, electronic media, tapes, etc.) on essentially the same basis as students in the same courses taught at the main campuses.

E. Courses should be offered in proper sequence to allow students to make systematic progress toward completion of degree or certificate objectives.

F. Institutions will not distinguish between resident credit awarded for courses completed through the UCSO and credit awarded for courses completed on the main campuses.

G. Institutions will include programs offered at the UCSO in their program review process as outlined in the State Regents' *Academic Program Review* policy. The UCSO administration will provide input as appropriate and receive a copy of the final document submitted to the State Regents. Additionally, programmatic accrediting agencies and the Higher Learning Commission of the North Central Association of Colleges and Schools evaluate periodically institutions and their off-campus sites for quality and policy compliance. The UCSO should receive accreditation reports on programs or institutions that include an evaluation of programs offered at the UCSO.