



CHAPTER 3 – ACADEMIC AFFAIRS  
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### 3. ACADEMIC AFFAIRS POLICY

#### 3.1 INSTITUTIONAL ACCREDITATION AND STATE AUTHORIZATION

##### 3.1.1 Purpose

###### A. Basis of Authorization

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

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

###### B. Purpose

Consumer Protection. The primary purpose of this policy is to

protect Oklahoma citizens by ensuring that higher education institutions meet statutory and policy requirements regarding institutional quality.

### 3.1.2 Definitions

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

“Academic Degree” is defined as any associate, baccalaureate, first professional, master’s, intermediate (specialist) or doctorate degree and any variations of these words to describe postsecondary education.

“Accreditation” is the status of public recognition that an organization, which is recognized by the United States Department of Education for the purposes of accrediting institutions of higher education, grants to an educational institution that meets the organization’s standards and requirements.

“Asynchronous” is defined as learning in which student and faculty are not present and available simultaneously. Regular communication and instruction may be facilitated by e-mail, discussion boards, or other electronic formats.

“Degree-Granting Institution” is defined as an institution that offers education leading to an associate’s degree or higher.

“Deleted Program” is defined as a program that has been deleted from the institution’s academic degree program inventory.

“Enrollment Agreement” is defined as a contract that establishes the relationship and obligations of the institution and the student. The enrollment agreement specifies the conditions under which the institution will provide educational instruction to the student named on the enrollment agreement. The enrollment agreement also specifies all costs the student must pay in order to enroll in and undertake completion of a specific academic program.

“Financial Responsibility Composite Score” is defined as a USDE issued score to determine a private institution’s financial stability for Title IV participation.

“Institutional Director” is defined as the institutional administrator designated by the institution to assume responsibility for the conduct of the institution and its agents within this policy.

“Non-Degree Granting Activity” is defined as offering education or training that does not lead to an associate’s degree or higher.

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

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

“Physical Presence” is defined as activities or operations at a geographic location in Oklahoma that require State Regents’ authorization. See the special section on physical presence below for more detailed information.

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

“Program” is defined as a sequentially organized series of courses and other educational experiences designed to culminate in a postsecondary academic degree (instructional program, academic program, and course of study are considered synonymous). For the purposes of this policy, certificates and diplomas are not considered programs and the authorization to offer such credentials falls under the jurisdiction of the Oklahoma Board of Private and Vocational Schools.

“Review Panel” is a three-member panel appointed by the Chancellor if the institution objects to the State Regents’ staff recommendation of one of the following: denial, nonrenewal, or revocation of authorization. The review panel examines the State Regents’ staff 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.

“State Authorization Reciprocity Agreement” is defined as an agreement among states, districts, and territories that establishes comparable standards for providing distance education form their postsecondary educational institutions and out-of-state students.

“Suspended Program” is defined as a program that has been suspended from the institution’s academic degree program inventory.

“Synchronous” is defined as learning that takes place when students and/or faculty are in different geographical locations, but interact (or meet) in real-time using technology.

### 3.1.3 State System Institutions

State System institutions shall maintain accreditation 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.

### 3.1.4 Private Institutions and Out-of-State Public Institutions

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

1. Be accredited by an organization which is recognized by the Secretary of the USDE for the purpose of accrediting institutions of higher education; and
2. Submit an application and receive authorization from the State Regents. Upon receiving an application for authorization to operate as a degree granting institution in the State of Oklahoma, State Regents' staff shall review the application to determine if the institution satisfies the criteria detailed in policy section 3.1.4.

B. Physical Presence

For the purposes of this policy section 3.1.4, any of the following activities constitute a physical presence for a private institution or out-of-state public institution. Therefore, a private institution or public institution shall be subject to policy section 3.1.4 if any of the following occur:

1. The private or out-of-state public institution offers college level credit in the state that leads to an academic degree, including:
  - a. Establishing a physical location in the State of Oklahoma for students to receive synchronous or asynchronous instruction;
  - b. Requiring students to physically meet at a location in the State of Oklahoma for institutional purposes that comprise more than two (2) class periods equivalent to six (6) hours; or
  - c. Providing an offering in the nature of a short course or seminar, if instruction for the short course or seminar is greater than twenty (20) contact hours.
2. The private institution or out-of-state public institution establishes an administration office in the state including:
  - a. Maintaining an administrative office in the State of Oklahoma for the purpose of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;
  - b. Providing office space to instructional or non-instructional staff; or
  - c. Establishing an institutional mailing address, post-office box, street address, or phone number in the State of Oklahoma.

C. Standards for Operation

A private institution or out-of-state public institution shall:

1. Provide prospective and current students with a printed catalog, upon request, or make an electronic version of the catalog accessible on the institution's website. At minimum, the catalog shall include the following:
  - a. A general institutional admission policy as well as specialized admission policies for specific programs;
  - b. The purpose, duration, and objectives of each program offered by the institution;
  - c. Student costs, including tuition, and an itemized listing of all the mandatory fees, as well as refund and financial aid policies;
  - d. The institution's calendar, including the beginning and end dates for each instructional term, holidays, and registration and withdrawal dates;
  - e. An institutional policy regarding the transfer of credit earned at another institution of higher education; and
  - f. A disclosure statement noting the transferability of credit awarded by the institution is at the discretion of the receiving institution.
2. Provide prospective and current students, upon request, with a copy of the documents describing the institution's accreditation and its state, federal, or tribal approval or licensing.
3. Designate one individual as an institutional director who is responsible for maintenance of proper administrative records and all other administrative matters related to this policy. Additionally, the institutional director shall serve as the official point of contact for all business between the institution and State Regents' staff.
4. Disclose accurate information regarding its accreditation status, as detailed in policy section 3.1.5.
5. Not use fraud or misrepresentation in advertising or publications, as detailed in policy section 3.1.5.
6. Establish a clearly understood and published student complaint process as detailed in policy section 3.1.6.
7. In the event of an imminent closure or loss of institutional accreditation, adhere to policy section 3.1.7.
8. Develop and submit a plan to the State Regents for the disposition of academic records in the event of an institutional or campus closure.

D. Enrollment Agreement

Prior to accepting payment, a private institution or out-of-state public institution shall provide the student with an enrollment agreement that explicitly details the obligations of the institution and the students as well as the enrollment period for which the agreement applies. The enrollment agreement shall be written in a manner that can be understood by all prospective students, regardless of the educational level of the individual. Upon completing the enrollment agreement, the student shall receive a paper copy and/or electronic copy and the private institution or out-of-state public institution shall retain the original document for record keeping purposes. Each agreement, at minimum, shall include the following:

1. The name and address of the institution and the addresses where the instruction will be provided;
2. The title of the program or each course in which the student is enrolling, as listed in the course catalog;
3. Time period for which the enrollment agreement covers;
4. The total number of credit hours, clock hours, or other increment required to complete the degree program;
5. Total costs of the program, including itemized separate costs for tuition, fees, books, any required equipment purchases;
6. The basis for termination of the enrollment agreement by the institution before the student's completion of the program or each course;
7. The date by which the student must exercise his or her right to cancel or withdraw;
8. A statement disclaiming any guarantee of employment for the student after the program or each course is completed;
9. A transfer disclosure statement noting there is not a guarantee that the credits earned at the institution will transfer and that any decision about the applicability of credit and whether it should be accepted is at the discretion of the receiving institution;
10. An acknowledgement that the student who signs the enrollment agreement has read and received an electronic or paper copy of the agreement;
11. Signature of the student and date signed; and
12. Signature of the appropriate school official and acceptance date.

E. Reporting Requirements

1. Each institution that is authorized to operate shall

provide an annual report in a form prescribed by the State Regents. The report will include, but may not be limited to, information pertaining to enrollment, graduation, credentials awarded, and financial aid.

2. In addition to the annual report, a private institution or out-of-state public institution shall provide the Chancellor:
  - a. Notice of a change in ownership or form of control, which may include, but is not limited to: the sale of the institution, the merger of two or more institutions, the division of one institution into two or more institutions, or a conversion of the institution from a for-profit institution to a non-profit or a non-profit institution to a for-profit;
  - b. Notice of offering a program at a new location;
  - c. Notice of offering a new program;
  - d. Notice of deleting or suspending a program. The institution shall also detail its teach-out plan or how the students will be advised regarding other options;
  - e. Notice of an action or review by the institution's accrediting body concerning the institution's accreditation status, including, but not limited to, reaffirmation or loss of accreditation or any sanction relative to the institution's level of accreditation such as, but not limited to, warning, probation, or show cause. In addition, the institution shall immediately provide notice if the institution's accrediting body is no longer recognized by the Secretary of the USDE;
  - f. Notice of information related to a Title IV program review conducted by the USDE. A private institution receiving a USDE financial responsibility score below 1.5 shall also provide documentation to substantiate that the institution completed any necessary actions(s) required to retain Title IV funding eligibility; and
  - g. Notice of appointing a new institutional director.
  - h. Notice of any updates to the institution's academic records disposition plan.

F. Procedures for Denial, Revocation, or Nonrenewal of Authorization

The authorization to operate as a degree granting institution may be denied, revoked, or non-renewed when a private institution or out-of-state public institution fails to meet or comply with any



portion of policy section 3.1.4. When State Regents' staff recommends for an institution's authorization to be 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' state authorization decisions. The following procedures will apply specifically to denial, revocation, or nonrenewal.

1. Objections by Institutions

The institution will have fifteen (15) days from the receipt of the final State Regents' staff report to inform the Chancellor, in writing, of any objections it may have thereto. If the institution does not object, the staff 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 staff 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 will schedule a hearing in a timely fashion at which the institution's objections to the State Regents' staff report will be fully considered. The institution may call its own witnesses and may question any witness called by the State Regents.

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 State Regents' staff report, and the rest of the official record pertaining to the state authorization 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 authorization. The State Regents' consideration of these matters and action taken thereon will constitute a final State Regents' review of the institution's authorization to operate as a degree granting institution.

#### 3.1.5 Publications/Marketing

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 advertisements, 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.

#### 3.1.6 Student Complaint Process

All 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.

#### 3.1.7 Teach-Out Agreements and Records Disposition

All institutions operating in the state of Oklahoma shall notify the

Chancellor 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.

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*Approved January 1974. Revised June 28, 1995; June 28, 1996; January 24, 1997; June 30, 1998; May 25, 2012; October 20, 2016. May 28, 2021 to remove language related to regional and national accreditation and add a records disposition plan requirement for private and out-of-state public institutions.*

## 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 context 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.

“Region” for the purposes of this policy will generally be the four quadrants of the state or other specifically defined area.

### 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 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 *Student Assessment and 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 Approval* 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.

Four 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.); LU offers a Doctor of Physical Therapy (D.P.T.); and NWOSU offers a Doctor of Nursing Practice (D.N.P.).

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 (OSCC)  
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 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 *Student Assessment and 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 Exceptions to Functions of Public Institutions

The function of an institution is a commitment to a sphere of activity for an extended period of time, especially related to the level at which an institution operates, so great care must be given to considerations of exceptions to currently assigned institutional function. Since such requests will likely impact the level of degree programs offered, the importance of the review is paramount to that of a program request and warrants high scrutiny.

Exceptions to functions and associated degree programs may be considered by the State Regents for specific purposes, such as unmet workforce needs. All requests must be scrutinized and approved by the governing board prior to consideration by the State Regents. Institutions seeking exceptions to functions must thoroughly address the specific purpose of the function exception and associated degree program and address all criteria required in this policy, as well as the required criteria in the *Academic Program Approval* policy.

#### A. Function Exception Request Procedures

The following procedures will be followed by the submitting institution for the State Regents to consider a function exception for the institution:

1. Letter of Intent for a Function Exception Request
  - The institutional president must submit one "letter of intent" to request a function exception and the proposed

degree program associated with the function exception. The Chancellor will then inform the other institutional presidents of these requests and provide the opportunity to request copies of the function exception request and the associated degree program request when received, as well as submit comments, questions, and protests. Institutions will have 45 calendar days from the date of the systemwide “letter of intent” to request a copy of the function exception request and the associated degree program request. The “letter of intent” does not entail a commitment on the part of the institution to implement a function exception request or establish the requested program, or on the part of the State Regents to approve the function exception request or the program request. 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 function exception and associated new program request. The “letter of intent” must indicate the locations or campuses where the new program requiring the function exception will be offered and the delivery method. If the institution’s function exception request and associated new program request are not received during the one-year time period following receipt of the “letter of intent,” a new “letter of intent” must be initiated. After being received, function exception requests and associated new program requests not acted upon by the State Regents within two years due to incomplete information provided by the institution will be declared inactive and require a new “letter of intent” to be initiated.

2. Governing Board Review and Approval

The institutional governing board does not need to approve the “letter of intent” for the function exception and the associated new program request prior to its submission to the State Regents. The institutional governing board must review and approve the function exception request and associated new program request prior to the institutional president formally submitting the proposals to the Chancellor for the State Regents’ consideration.

The relevant governing board will be provided a list of institutions requesting copies of the exception proposal. Copies of the proposal will be provided to these institutions by the Chancellor once the proposal is received.

- a. Function Exception Request Criteria for Governing Board Review



These criteria must be reviewed by the governing board within the context of the institution(s) under its governance.

- i. Purpose of the Function Exception Request and Associated Degree Program Request  
Institutions will provide a thorough explanation of the purpose of the request and how it will serve a special purpose or serve unmet workforce needs in the institution's service area.
- ii. Mission and Function  
The request must demonstrate commitment to the public good, specifically documenting that the institution's request serves the public, not solely the institution, contributes to the institution's current function, and advances the academic plan for the institution.
- iii. Academic Standards  
Describe assurances that the rigor of the requested program associated with the requested function exception and student performance requirements as a result of the function exception request are appropriate to higher education and the credential to be awarded.
- iv. Faculty  
Provide evidence that the institution has or has the capacity and resources to obtain qualified faculty with appropriate credentials for effective and high-quality programs associated with the function exception and associated new program request.
- v. Support Resources  
Describe the appropriate support and services that will be provided for student learning and effective teaching associated with the level of the function exception request.
- vi. Demand and Capacity  
The request must provide detailed local and regional demand beyond general

state and national labor department industry and occupational projections, with a rationale of how the request serves an unmet workforce need. The institution must also demonstrate sufficient capacity and infrastructure to support the level of academic program requiring the function change, as well as the capacity to provide the content of the academic program requested.

vii. Complement to Existing Functions and Programs

The proposed function exception request and associated program request must show how it will strengthen and enrich existing offerings at the institution. Assuming the new function and associated program will build on existing programs, describe the success of current programs offered in the same field as the function exception request, and describe the plan to maintain productivity and faculty resources in previously approved programs prior to the function exception, if approved.

viii. Unnecessary Duplication

The proposed function exception request and associated new program request must provide evidence that no acceptable provider(s) of the needed function and program within the board's governance can be identified, or that the request is not duplicative of another institution with the requisite function and degree program within the board's governance. (Note: Demand and capacity of programs at other State System institutions, but not under the board's governance, must be addressed in 3.2.6.B.). Demonstrate that the new function and associated new program is in the long-term interests of the requesting institution. Provide an analysis of the impact on other institutions and programs under the board's governance. (Note: Unnecessary duplication of programs at other State System institutions, but not under the proposing institution's board

governance, must be addressed in 3.2.6.B.).

ix. Collaborations or Alternative Forms of Meeting Local Needs

The request must provide detailed evidence and explanation that opportunities for improved quality, delivery, and cost savings achieved through collaboration of multiple institutions under the board's governance for traditional or online offerings have been thoroughly explored, and report the outcomes of this exploration.

x. Institutional Costs, Funding, and Sustainability

The request must provide details outlining the institutional costs and funding sources for a ten-year time span, and provide detailed information regarding the long-term sustainability of the requested function exception and associated program beyond the initial approval period. This will include operational costs as well as accreditation costs. The institution must provide an assessment of overall financial health of the institution for the most recent period as reported to its accreditor and/or other regulators. Detailed forms are available in the State Regents' *Academic Affairs Procedures Handbook*.

xi. Review and Assessment

The request must include detailed information on the evaluation procedures, including accreditation (institutional and programmatic) requirements for the requested exception and associated new degree program request.

- b. The governing board will provide a written report documenting its review, deliberations, and recommendations regarding all Function Exception Request Criteria (3.2.6.A.2.b.) and forward this report to the State Regents for consideration with the institutional submission.

3. Academic Plan

The function exception request and associated new program request must demonstrate consistency with the institution's most recent academic plan and degree completion plan.

4. Submission of the Function Exception Request

Upon the Chancellor's receipt of the Function Exception Request and associated New Program Request from an institution with governing board review and approval, copies of the request will be provided to institutions that have asked for a copy. Institutions will have 30 calendar days from the date the copy is sent to provide written comments, submit questions, or protest the proposed function exception and associated new program. All written comments, questions, and protests must be submitted by the president to the Chancellor.

5. Content of the Function Exception Request Submission

a. The submission will include a copy of the institution's request to its governing board, and a written copy of the governing board's deliberations and recommendation that includes all information required (See 3.2.6.A.2.b. and the *Academic Affairs Procedures Handbook* for details). Prior to consideration by the State Regents, a copy of the board minutes verifying approval must be submitted. (Note: The staff review process and copy distribution may commence with a complete submission and institutional notification of verbal board approval prior to receipt of the official board minutes).

b. The submission will also include a description of the institution's function exception and associated program development process, and will address each criterion in the Function Exception Request Criteria section (3.2.6.B) relative to statewide implications, along with any additional documentation and supporting data not included in the Governing Board report.

6. State Regents Staff Review of Request

The State Regents' staff will review the institution's function exception request with the associated degree program request (including requirements in 3.2.6.A.2.b. and 3.2.6.B) and will submit a recommendation for State Regents' action based on information submitted by the institution and a staff analysis of relevant information. The State Regents may take one of four actions:

a. Disapprove the request;

- b. Defer the request until the institution meets specified criteria or provides additional information;
- c. Provisionally approve the request which will include a specified period of time for the function exception's operation and associated degree program's operation with certain criteria developed in cooperation with the institution to be met if the function exception and associated program are to continue beyond the specified date; or
- d. Approve the function exception and associated degree program without qualification.

State Regents action is final. Should an institution's request for a function exception and associated degree program be approved provisionally by the State Regents for a specified time period, there will be a window of one year to initiate the function exception and associated new program without the year counting toward the provisional time period. At the conclusion of the provisional time period, a report will be required reviewing both the function exception and the associated degree program.

Should the State Regents defer or disapprove the function exception and associated degree program, the institution will have the opportunity to reapply.

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

**B. Function Exception Request Criteria for State Regents Review**

The State Regents review will include all the criteria from the Governing Board Review (3.2.6.A.2.b.), and additionally, the following statewide criteria:

- 1. Demand and Capacity
 

The request must provide detailed and documented statewide demand and occupational projections, with a rationale of how the request meets a statewide unmet workforce need.
- 2. Unnecessary Duplication
 

Provide evidence that the request is not duplicative or beyond the capacity of another State System institution with the requisite function and associated program. If duplicative of another institution's program, provide an analysis of the impact to the existing program(s) if the duplication is approved.

3. Collaborations or Alternative Forms of Meeting Local Needs

Evidence must be provided that all provisions in the Oklahoma Learning Site policy (3.17.15 through 3.17.20) have been researched with no acceptable providers identified within the State System or specific region within the State System currently charged with the needed function and program, or no opportunities are available to collaborate and/or redesign existing programs at other institutions to meet the workforce need. Evidence is required to verify the long-term interest to the state. The request must provide documentation demonstrating that opportunities for improved quality, delivery, and cost savings achieved through collaboration of multiple institutions through traditional or online offerings have been reviewed per the Learning Site provisions.

4. Costs, Funding, and Sustainability

The request must provide long-term plans for implementing and maintaining funding for institutional costs, including, but not limited to qualified faculty, institutional and programmatic accreditation costs, library holdings, administration, and other costs associated with the function exception and the degree program to be offered.

5. Review and Assessment

Provide a plan for assessment and review of the function exception and associated program and its impact on all other functions and programs of the institution.

3.2.7 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.

3.2.8 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 institutionally 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 3.2.8.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.

3.2.9 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)

3.2.10 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.

3.2.11 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.<sup>1</sup>

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

nationally 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' *Student Assessment and Remediation* policy. Two levels of assessment apply: academic program learning outcomes assessment and student engagement and satisfaction.

- d. Academic Program Learning Outcomes Assessment

Academic program learning outcomes assessments 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. Student Engagement and 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' *Institutional Admission and Retention* 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

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*Original Function Policy approved February 1970. Revised July 1971; April 1976; April 15, 1994; October 18, 1996; June 30, 1998; October 30, 1998; June 29, 2001; June 27, 2002. Individual Function Policies: SWOSU-Sayre approved July 10, 1987. CASC-Sallisaw approved October 18, 1996. EOOSC-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. Exceptions to Functions of Public Institutions (3.2.6)*

*approved January 24, 2019. Revised May 28, 2021 to remove obsolete language related to regional and national accreditation.*

### **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.

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*Approved December 15, 1970.*

### 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.

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

“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.

“Prerequisite” is a non-zero level course or other requirement that a student must complete prior to enrolling in a specific course or program.

“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 may be applied to certificate or associate degree requirements after declaring a baccalaureate degree program. State Regents’ policies regarding requirements and standards for awarding an undergraduate certificate or degree shall apply.

“Related Courses” for this policy refers to courses that share the same

two-digit Classification of Instructional Program code.

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

“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 and Doctor of Engineering.

##### 3. Level III

Aggregations of courses with an institutionally-unique instructional program code, as listed in the State Regents' inventory of degree programs, appear in the institutional catalog, and may be listed on the student's diploma. 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, as listed in the State Regents' inventory of degree programs as options, appears in the institutional catalog, may be listed on the student's diploma, and will usually share a common core of related course requirements (approximately 50 percent) exclusive of general education, 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 options: Finance, Management, Accounting, Information Systems, and General; or the Bachelor of Arts in English might allow options in Literature, Creative Writing, and English Education.

All four levels of courses of study require approval from the institutional governing board and the State Regents. Substantive changes in programs, including deletion, require approval from the institutional governing board and the State Regents. Modifications to programs, excluding program deletion or suspension, will not be considered for recommendation if the program is out of compliance with the *Academic Program Review* policy. Substantive changes in programs that impact an embedded certificate must be submitted simultaneously. 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. Deletion, Suspension, and Reinstatement of Programs

Deletion of existing programs requires institutional governing board and State Regents approval. Requests for deletion must include: 1) the reason for the deletion, 2) a summary of the teach-out plan, if applicable, and 3) the number of students enrolled, when applicable, and an expected graduation date for the last cohort of students. Any request for an exception to this policy must be made in writing to the Chancellor.

Requests for suspension of existing programs require institutional governing board approval. Suspension requests are approved by the Chancellor and ratified by the State Regents. If the program is recommended for suspension it will be placed in an inactive status. While suspended no students may be recruited or admitted to the program, and the program will not be listed in the institutional catalog. The program will be reinstated or deleted within three years.

To reinstate a suspended program, the institutional President must submit a letter to the Chancellor requesting reactivation of the program. The letter must include steps taken during inactivation that addresses the reasons behind the initial suspension request.

D. 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 for New Program Requests

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

B. Governing Board Approval

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

C. Submission of a New Program Request

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

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

D. Content of the New Program Request Submission

The submission will include a description of the Institution's

Program Development Process, and will individually address each of the 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.

E. State Regents' Staff Review of the Program Request

1. 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:
  - a. Disapprove the program;
  - b. Defer the program request until the institution meets specified criteria or provides additional information;
  - c. 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
  - d. Approve the program without qualification.
2. 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.

Institutions receiving provisional approval for a function exception request with the associated degree program request may not submit another function exception request until the function exception's operation and associated degree program's operation has received final approval.

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

Should there be no action on the program within 2 years of submission, the proposal will become inactive.
3. Doctorate program requests require an external evaluation. The proposal will be reviewed by a team of out-of-state qualified external evaluators. Team members will be selected from a list of potential evaluators submitted by the two research institutions



and, if applicable, the institution requesting the program. Team members will be required to sign a conflict of interest form verifying that the individual team member has no direct or indirect association with the institution proposing the doctoral program. Evaluators will be supplied with the necessary documents needed to conduct a desk review of the proposed program. The team may take one of the following three actions:

- a. Support approval of the program without recommendations.
- b. Support approval of the program with recommendations.
- c. Recommend disapproval of the program.

The institution requesting the proposed doctoral program will be responsible for the costs associated with the review.

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 section 3.2.6 of the *Functions of Public Institutions* policy.

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. All required courses for a degree must be clearly listed. Institutions must provide transparency in all degree requirements in accordance with HLC, institutional, and/or programmatic accreditation standards. For guidance, see Procedures Handbook. 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.

The curriculum required for an embedded certificate shall be a subset of required courses in a single existing degree. Up to 50 percent of the coursework required in an embedded certificate may come from related or guided elective courses and/or general education courses.

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. At least 25 percent of the coursework applied to the embedded certificate must be satisfactorily completed at the awarding institution.

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 or certificate 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.

Embedded certificates may be offered through alternative forms of delivery, including electronic delivery, even if the main program is not approved for distance education. Institutions requesting online delivery of an embedded certificate are required to follow the procedures outlined in the *Distance Education and Traditional Off-Campus Courses and Programs* policy.

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.

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### 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*, and *Institutional Admission and Retention* 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 a denial, the IEP may submit an objection and appeal such a recommendation as detailed in policy section 3.5.3.E.3.

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.

3. Procedures for Denial of IEP Approval.

When an evaluation team recommends to issue a denial, the IEP’s 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' IEP review decisions. The following procedures will apply when an evaluation team recommends to deny IEP approval:

a. Objections by the IEP.

The IEP will have 15 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 IEP does not object, the evaluation team's report and recommendations will be forwarded to the State Regents for their consideration and action.

b. Forming a Review Panel.

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

c. Review Panel Hearing.

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

The IEP 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 IEP. Either the State Regents or the IEP may, at its own expense, arrange for a transcription of the hearing.

d. Review Panel's Proposed Findings.

Within 15 days of the hearing, the panel will issue proposed findings addressing the

objections raised by the IEP. 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.

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, 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, the State Regents will take action on the objections. No new evidentiary materials will be received at the State Regents' meeting. The IEP will, however, be given the opportunity to present to the State Regents remarks in support of fitness for approval. 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.

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## **3.6 CONTRACTUAL ARRANGEMENTS BETWEEN HIGHER EDUCATION INSTITUTIONS AND OTHER ENTITIES**

### **3.6.1 Purpose**

The purpose of the Contractual Arrangements Between Higher Education Institutions and Other Entities policy is to ensure that appropriate assurances and sufficient information are received to document institutional compliance with the standards and requirements within State Regents policy and within Higher Learning Commission (HLC) Criteria, Assumed Practices, and Obligations of Affiliation.

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

### **3.6.2 Definitions**

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

“Accredited” refers to institutions or entities that have achieved the status of public recognition that an organization, which is recognized by the United States Department of Education for the purposes of accrediting institutions of higher education, grants to an educational institution that meets the organization's standards and requirements.

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

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

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

“Institution” refers to any college or university of the Oklahoma State System of Higher Education listed in the State Regents' policy (1.7).

“Technical” refers to courses, certificates, or degree programs that provide educational preparation for semi-skilled and skilled jobs that generally require education below the baccalaureate level and often involve some type of professional certification or state licensure in addition to education.

“Unaccredited” refers to institutions or entities that have not achieved the status of public recognition that an organization, which is recognized by the United States Department of Education for the purposes of

accrediting institutions of higher education, grants to an educational institution that meets the organization's standards and requirements.

### 3.6.3 Principles and Goals

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

The goal of the policy is to prescribe standards and expectations for contractual arrangements that allow an institution to outsource some portion of one or more of its technical certificates and/or associate in applied science programs to any of the following:

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

### 3.6.4 Requirements of a Contractual Arrangement

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

- A. A contractual arrangement is executed only by duly designated officers of the institution (i.e. the president or his/her designee) and their counterparts in the related entity.
- B. The contract establishes definite understandings between the institution and the related entity regarding the work to be performed, the period of the arrangement, and the conditions for renewal, continuation, renegotiation, or termination of the contract.
- C. The primary purpose of offering such a course or program under a contractual arrangement is educational and where the program or course is not available in its entirety at the institution through existing offerings or resources, or where there is sufficient demand to warrant a contractual arrangement in addition to the institutional offering. The institution must employ appropriately qualified full-time faculty to offer the program.
- D. Any course or program offered through a contractual arrangement shall be consistent with the institution's mission and approved function.
- E. Courses offered through a contractual arrangement and the value and level of their credit shall be determined in accordance with established State Regents and institutional procedures and under usual mechanisms of review. A guidance document is available in the *Academic Affairs Procedures Handbook* and pertains to the contractual course inventory that will be annually maintained

and updated through a faculty-driven process.

- F. Courses offered for credit shall remain under the sole and direct control of the State System institution granting the credit for the offering, and the institution shall have in place a process to ensure continued responsibility for the quality and academic integrity in the performance of the contractual arrangement. The institution shall provide evidence of provisions to ensure that the content and instruction in the contractual courses meet the standards of regular courses.
- G. The contractual arrangement shall clearly establish the responsibilities of the institution and the related entity regarding elements of the contract.

### 3.6.5 Elements within Contractual Arrangements

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

- A. Curriculum
  - 1. Contractual arrangements may be utilized to offer high quality, high demand college-level certificate and degree programs in technical areas conferred by the State System institution, that comply with applicable policies of the State Regents and meet the certification, licensure, and training standards of business and industry.
  - 2. Programs engaged in contractual arrangements shall be subject to the State Regents *Academic Program Approval* and *Academic Program Review* policies. The Criteria for Evaluation (3.4.5) include centrality to mission, curriculum, academic standards, faculty, support resources, demand for the program, complement existing programs, unnecessary duplication, cost, and review.
  - 3. The institution will participate in a statewide contractual course inventory/technical crosswalk approved for inclusion in contractual arrangements. This contractual course inventory will be maintained and updated as needed by the State Regents through a faculty-driven process. All awarded credit through contractual arrangements shall be appropriately identified by source and method on the transcript.
  - 4. An advisory committee composed of faculty, staff, employers, and practitioners appropriate to each program shall assist in developing curriculum content, in keeping the curriculum current, and in maintaining contact with the business and industry community.
- B. Quality Assurance
  - 1. Faculty

- a. The institution shall employ appropriately qualified full-time faculty to provide direct control over the entirety of the college-level certificate or degree program offered in a contractual arrangement. This institutional faculty member will serve as the designated liaison with content expertise to provide oversight of the contractual arrangement.
  - b. All faculty teaching in contractual arrangements shall adhere to established HLC standards and assumed practices regarding faculty qualifications. Faculty must possess an academic degree relevant to what they are teaching and at least one degree level above the level at which they are teaching except in programs when equivalent experience is established (i.e. at the Certificate level, the faculty must have an Associate Degree; at the Associate Degree level, the faculty must have a Bachelor Degree, etc.). The appropriate institutional academic administrator reviews all faculty credentials and recommends all faculty for approval prior to approval of the course through a contractual arrangement.
  - c. Any exception to the requirements for faculty qualification in this section of policy must be approved by the appropriate designee for Academic Affairs at the institution and evidence of equivalent experience must be provided. When faculty are appointed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment of such faculty.
  - d. In accordance with established guidelines and procedures of the higher education institution, an assessment of faculty and appropriate credentials in contractual arrangements will be conducted routinely.
2. Program Quality
    - a. The college-level certificates and degree programs in technical areas offered in contractual arrangements shall be appropriate to higher education and engage students in collecting, analyzing, and communicating information, in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments.

- b. The institution shall offer technical college-level certificates and degree programs in contractual arrangements only in content areas for which it employs appropriately qualified full-time faculty.
  - c. The institution shall refrain from entering into contractual arrangements and/or transcribing credit that will not apply to its own college-level certificate or degree programs in technical areas.
  - d. The institution shall designate specific full-time faculty with appropriate qualifications to oversee contractual arrangement programs.
  - e. All contractual arrangements shall be included in the annual institutional program assessment activities.
3. Advisory Committees
- a. Advisory committees shall be composed of faculty, staff, employers, and practitioners appropriate to each program and ensure relevant curricula for the technical college-level certificate or degree program.
  - b. Full-time institutional faculty shall serve on the advisory committee, in addition to representatives from the contractual entity.
  - c. Recommendations for additions, changes, and/or deletions to credit offerings within a contractual arrangement shall be based on recommendations from the advisory committee, faculty, and on changes in accreditation and/or certification. These recommendations shall be reviewed and approved by the institution's internal curriculum review process and then provided to the State Regents for final approval.
4. Continuous Improvement
- a. Each contractual arrangement program shall be reviewed in accordance with the institution's annual internal assessment program.
  - b. The results of the annual internal assessment shall be used to ensure the continuous improvement of program and course content.
- C. Criteria for Admissions
- 1. College admission requirements approved by the State Regents (see State Regents' *Institutional Admission and Retention* policy) and *Academic Affairs Procedures Handbook*) for admission to the institutions or

contractual arrangements shall be listed in the institution's catalog and shall apply to high school graduates and adults.

2. High school juniors and seniors are admissible to enroll in only contractual arrangement courses as approved by the State Regents (see State Regents' *Academic Affairs Procedures Handbook*).
3. High school students must provide a letter of support from a counselor at the high school or other entity and written permission from a parent or legal guardian.
4. High school students enrolled in college course through contractual arrangements may continue enrollment in subsequent semesters if they earn a college CGPA of 2.0 or above on a 4.0 scale (see State Regents' *Institutional Admission and Retention* policy).
5. The contractual arrangement shall explain the role of the contractual partner in admissions and the controls in place to ensure that appropriately qualified students are admitted.

D. Student Support Services

1. The institution and contractual entity will provide integrated and comprehensive academic advising and support services to students enrolled in contractual arrangements.
2. Counselors and faculty at the institution and the contractual entity may use the ACT PLAN score and ACT PLAN sub-scores (and other available test scores, such as the ACT, SAT, TABE, ACT Compass, Accuplacer), the student's previous academic record, recommendations from high school administrators/counselors/teachers, a high school Plan of Study, and personal knowledge of the student to advise the student.
3. High school students must be advised of the State Regents' *Institutional Admission and Retention* policy (3.9.6.I.1) regarding the workload requirement of enrolling in a total number of credit hours combining college courses, including all courses in the contractual arrangement, and high school courses.

E. Financial

1. The financial arrangements for the contractual arrangement must identify the following elements:
  - a. student costs (tuition, fees, etc.);
  - b. differentiation of tuition costs from other programs at the institution, if any;

- c. contractual partner to which the student remits payments (tuition, fees, etc.), if any;
  - d. description of how the contractual partner is compensated for involvement in the program, if any;
  - e. allocation of payments (tuition, fees, etc.) among parties, if any.
2. A standardized statewide academic service fee established by the State Regents will apply for contractual arrangements (see State Regents' *Academic Affairs Procedures Handbook*).

F. Marketing and Outreach

- 1. The marketing goals of the contractual arrangement are to create an awareness and to promote the advantages to potential students and to the community, including high school teachers, faculty, staff, administrators, governmental agencies, and employers.
- 2. All publications and advertisements shall identify the higher education institution that is awarding the credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements listed in the State Regents' *Institutional Accreditation* policy (3.1.7) that prohibit higher education institutions or other entities from making misleading, deceptive, and/or inaccurate statements in brochures, Web sites, catalogs, and/or other publications. Failure to comply with this requirement may result in the nullification of the contractual arrangement(s).

G. Institutional Reporting Requirements

- 1. The institution shall annually provide an accurate list of college-level certificate and degree programs in technical areas available through contractual arrangements to the State Regents.
- 2. The institution shall annually provide an accurate list of courses available through contractual arrangements to the State Regents.
- 3. An annual summary report to the State Regents on the performance of contractual arrangements during the previous fiscal year is required, including information on enrollment, retention and graduation, student and program assessment reports, financial arrangements, marketing endeavors, cost, and other notable accomplishments and challenges.

3.6.6 Procedures

An Oklahoma State System institution seeking approval for a contractual

arrangement upon approval of its governing board shall have the president submit the contractual arrangement to the Chancellor for State Regents' consideration.

### 3.6.7 Reporting

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

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### 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' *Student Assessment and Remediation* 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.

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*Approved October 23, 1985. Revised January 26, 1996; September 5, 1997;  
January 29, 1999; June 23, 2011*

### 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.

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*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, fewer than 30 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” refers to minimum required skills for college success in English, mathematics, science and reading.”

“Basic Academic Skills Deficiencies” refer to assessment results below required level 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” refer to high school curricular requirements for college admission that have not been met by the student in high school.

“Curricular Requirements” are the units of high school coursework required for admission to public colleges and universities in the State System found in 3.9 *Institutional Admission and Retention*.

“Entry Level Assessment and Course Placement” is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions regarding course placement.

“Final composite score” is the highest composite score achieved by a student on the ACT. This score is calculated using the highest section scores from tests taken on national ACT testing dates and must be calculated and provided by ACT in order to be considered official.

“First-Time-Entering Student” is a student with six or fewer attempted credit hours, excluding developmental education 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.

“Remediation” is a process for removing curricular or basic academic skills deficiencies through developmental education that leads to demonstration of competency and success in college-level courses.

“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 developmental education 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 Area
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, statistics and probability (must have completed geometry and Algebra II), calculus, Advanced Placement statistics)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, any Advanced Placement course, psychology, sociology, or any liberal arts and sciences course (as defined in the <i>Undergraduate Degree Requirements</i> policy) taken via concurrent enrollment at a State System institution that is not being utilized to fulfill any area previously listed.
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.

Additionally, 70 O.S. § 11-103.6 outlines the curricular units or sets of competencies that are required to graduate from an Oklahoma public high school. By virtue of this statute, high school courses that satisfy college admission requirements, which are subject to State Regents' approval, also satisfy specific college preparatory/work ready curricular high school graduation requirements. Therefore, if a high school or the Oklahoma Department of Career and Technology Education wishes to determine if a course will satisfy a college admission curricular requirement, which fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, it shall require State Regents' approval. Additional information regarding the course review process may be found in the *Academic Affairs Procedures Handbook*.

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' *High School Curricular Requirements* 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' *High School Curricular Requirements* 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 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' *High School Curricular Requirements* 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 as an alternative. College bound students are encouraged to take courses currently specified in the State Regents' *Institutional Admission and Retention* policy.

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' *Student Assessment and Remediation* 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 3.9.3 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 Core	Top 33.3%

\*OU will implement its holistic admission process effective Fall 2019 for first-time freshman. OU will not use Options 1, 2, or 3 in the admission process effective Fall 2019 for freshman.

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. Additional details 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 3.9.3 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
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The six regional institutions offering associate degrees are: 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 (OSCC)
- 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 *High School Curricular Requirements* 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 3.11.3 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 final 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 final 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 final 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 final 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 developmental education is indicated, the student must successfully complete the developmental education prior to entering this provisional program.

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

## 2. Program Requirements

- a. Enrollment is restricted to the summer session immediately following the student's high school graduation.
- b. Each student is required to register for a minimum of two summer session core academic courses (at least six hours), exclusive of credit by examination or correspondence study. Students must take one course in each of the first two categories listed below:

English: Either of the introductory college-level English courses unless the student through advanced standing credit or concurrent enrollment has previously acquired such credit. If such credit has previously been earned, then the student may take an additional course in one of the categories listed below.

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

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

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

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

education credit.

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

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

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

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

I. Concurrent Enrollment of High School Students

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

3.9.7 Admission by Transfer

\*See 3.11.3 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 Requirements
0 through 29 semester credit hours	1.7
Greater than 29 semester credit hours	2.0

Students with fewer than 30 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, developmental education, 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.

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*Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; revised June 24, 2010; revised March 3, 2016; revised June 30, 2016; revised May 26, 2017 to remove Concurrent Enrollment to its own policy. IEP Policy: Revised August 16, 1994, April 11, 1997 and May 30, 2003. Non-Academic Criteria Policy: Approved October 26, 1971. OU Admission Standards: Revised June 21, 2012. Revised April 26, 2018 to address the Course Equivalency Project Matrix. Revised May 29, 2020 to define "final composite score." Revised May 28, 2021 to update the High School Additional Units category and various non-substantive updates.*

### 3.10 CONCURRENT ENROLLMENT

#### 3.10.1 Purpose

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

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

#### 3.10.2 Definitions

“Concurrent Enrollment” refers to eligible high school juniors and seniors who enroll in college courses and earn dual credit.

“Developmental Education” refers to courses or academic services that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Dual Credit” is a college course taken by a high school student for which the student is awarded both high school and college credit. See the dual credit section below for more information.

“Early College Programs” are partnerships between secondary and post-secondary institutions where students can earn both a high school diploma and college credentials for little or no cost to the student.

“Entry Level Assessment and Course Placement” is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions regarding course placement.

“Non-Academic High School Units” are high school units earned through participating in school sponsored activities or providing clerical support. These units may include, but need not be limited to, credit that is awarded by virtue of serving as an office or library aide or participating in school sponsored teams, clubs, or organizations.

#### 3.10.3 Eligibility Requirements

##### A. Admission

A junior or senior high school student may be admitted provisionally to a college or university in the State System. Minimum standards for State System institutions are outlined in the tables below. The ACT score is the final composite score without the writing component as defined in section 3.9.2 of the *Institutional Admission and Retention* policy and the SAT score is the composite score without the essay component.

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

1. Students from Accredited High Schools

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

- a. A national ACT or an acceptable national preparatory ACT instrument that is listed in the *Academic Affairs Procedures Handbook*;
- b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or
- c. A national SAT or an acceptable national preparatory SAT instrument that is listed in the *Academic Affairs Procedures Handbook*.

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

2. Home Schooled Students and Students from Unaccredited High Schools

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

- a. A national ACT or an acceptable national predictive model ACT instrument that is listed in the *Academic Affairs Procedures Handbook*;

- b. One residual ACT per year (from November 1 to October 31), which is only valid at the institution at which it was administered; or
- c. A national SAT or an acceptable national predictive model SAT instrument that is listed in the *Academic Affairs Procedures Handbook*.

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

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

B. Course Placement and Enrollment

1. Curriculum Requirements

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

- a. Attaining the requisite subject score on an acceptable ACT exam;
- b. Attaining the requisite subject score on an acceptable SAT exam; or
- c. Satisfying an entry level assessment and course

placement measure that is in accordance with the institution's State Regents approved assessment plan.

2. Workload

A high school student admitted under the provision set forth below may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. A student may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Non-academic high school units are excluded from the workload calculation. Students wishing to exceed these limits may petition the selected higher education institution. The appropriate higher education officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.

3. Academic Calendar

Concurrent enrollment students shall be subject to the higher education institution's academic calendar.

4. Continuing Enrollment

High school students concurrently enrolled in college courses may continue concurrent enrollment in subsequent semesters if they achieve a college grade point average (GPA) of 2.0 or above on a 4.0 scale. Therefore, a concurrent student who fails to achieve the requisite 2.0 college GPA shall not be eligible for concurrent enrollment at any State System institution. Additionally, congruous with the State Regents' *Grading* policy, if a concurrent enrollment student's college GPA falls within a range that requires one to be placed on academic probation, the academic probationary status shall be notated on the academic transcript. 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 college or university's entrance requirements, including the high school

curriculum requirements, and subject to the State Regents' retention standards.

#### 3.10.4 Dual Credit

Pursuant to 70 O.S. §628.13, when a student earns college credit through concurrent enrollment, school districts shall provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. Academic credit shall only be transcribed as elective credit if there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

#### 3.10.5 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 and learning outcomes of the course, the qualifications of the faculty delivering the course, and the student's readiness for college. The collegiate experience can be present on- and off-campus and may include:

- A. High school students enrolled in a course on a college or university campus with collegiate students including online delivery off-campus.
- B. High School students enrolled in an off-campus college or university course, which does not include collegiate students, and offered under the parameters prescribed within the off-campus concurrent enrollment section of this policy.

#### 3.10.6 Off Campus Concurrent Enrollment

##### A. Institutional Requirements

A higher education institution offering an off-campus concurrent course shall have direct oversight of all aspects of such a course. Therefore, a higher education institution that wishes to engage in off-campus concurrent enrollment shall meet the following standards.

- 1. Course Offerings and Student Expectations
  - a. Off-campus concurrent enrollment courses shall be the same catalogued courses offered on-campus at the sponsoring higher education institution. Additionally, the course syllabus and student learning outcomes in an off-campus concurrent enrollment course shall be identical to the course syllabus and student learning outcomes that are used when the same course is taught on the sponsoring higher education institution's campus.
  - b. Off-campus concurrent enrollment courses shall be of the same content and rigor as the courses offered on-campus at the sponsoring higher

education institution.

- c. Students enrolled in off-campus concurrent enrollment courses shall be held to the same standard of achievement as students in on-campus courses.

2. Off-Campus Geographic Service Areas

- a. Consistent with the “home rule” standard in 3.17.13, the primary criterion is that each state institution will have first priority for offering concurrent enrollment services within its approved service area. No institution shall deliver concurrent enrollment services at any site whose location is closer to another institution than the institution desiring to offer the service unless requested by a high school in a shared geographic service area as stipulated below in 3.10.6.A.2.c.
- b. When two-year and four-year institutions share a geographic service area, the institution that is closer geographically to the high school campus is the institution that will provide concurrent enrollment services to the high school at the providing institution’s approved tuition waiver reimbursement rate. Consistent with 3.17.4.D.1, institutions may offer approved on-campus concurrent enrollment courses within their geographic service area without separate approval by the State Regents.
- c. In a shared geographic service area, if the two-year institution is closer geographically, but the school district prefers services from a four-year institution, the school district has the option to invite the four-year institution to provide concurrent enrollment services for the district or specified high school. The State Regents will provide the two-year institution’s tuition waiver reimbursement rate to the four-year institution for concurrently enrolled students and the school district must fund or secure funding for the difference between the two-year enrollment tuition waiver reimbursement rate and the four-year tuition waiver reimbursement rate. This arrangement will be at the four-year institution’s discretion, contingent on the institution’s available resources to enter into such an agreement and the school district’s resources to fund the difference to make up the four-year institution’s tuition waiver reimbursement rate.



- d. Consistent with 3.17.4.D.2., an institution may offer approved on-campus concurrent enrollment courses outside its geographic service area without separate approval by the State Regents provided that an institutional off-campus agreement exists with the institution closer to the class site and is on file at the State Regents' office. Courses outside an institution's geographic service area shall be for a specified time period as outlined in the off-campus agreement.
- 3. Faculty Qualifications
    - a. Faculty teaching off-campus concurrent enrollment courses shall meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission.
    - b. The appropriate academic administrator at the sponsoring higher education institution shall review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.
- 4. Orientation and Professional Development
    - a. Before teaching an off-campus concurrent enrollment course, faculty shall participate in an orientation provided by the sponsoring higher education institution.
    - b. The sponsoring higher education institution shall provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.
- 5. Evaluation
    - a. A faculty member teaching an off-campus concurrent course shall be evaluated in a manner consistent with the sponsoring higher education institution's guidelines for student evaluation of faculty.
    - b. A faculty member teaching an off-campus concurrent enrollment course shall be evaluated in accordance with the sponsoring higher education institution's policy for evaluation of instruction.

6. Memorandum of Understanding

A state system institution shall create a memorandum of understanding (MOU) with each off-campus location it utilizes to offer a concurrent enrollment course. The MOU shall detail the various expectations, obligations, and responsibilities of both the off-campus entity and the sponsoring higher education institution. A senior level administrator from the off-campus entity and sponsoring higher education institution shall sign the MOU and each entity shall retain a copy of it for record keeping purposes.

3.10.7 Early College Programs

A. Institutional Requirements

A higher education institution offering an early college in high school program shall have direct oversight of all aspects of such a program. Therefore, a higher education institution that wishes to engage in early college programs shall meet the following standards.

1. Targeted Admissions Design

- a. Early college programs shall be designed with the intent of providing the opportunity to earn a credential beyond high school to traditionally underserved student populations.
- b. Students from traditionally privileged populations may benefit as part of an early college program, they should not be the primary beneficiaries of such a program.
- c. Institutions must clearly demonstrate the targeted underserved population is receiving the primary benefits of the early college program.

2. Program Design and Benefit to Students

- a. An early college program must ultimately lead to a meaningful credential to students to earn in conjunction with their high school degree. Key benefits to such a program should include an overall decreased cost of degree and decreased time to degree for targeted population of program participants.
- b. Institutions must clearly demonstrate and report detailed explanations of the discrete benefits the student will have gained after completing the early college program.

3. Student Support

- a. Before implementing an early college program, an institution should build a strong partnership

with participating high schools.

- b. Before implementing an early college program, an institution should carefully design support services for students in the program and readiness tools to ensure the student has requisite educational, emotional and maturity skills necessary for success in college level work while in high school.
- c. In recognition of developmental and preparational differences between early college participants and traditional concurrent students, institutions should implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible.
- d. Institutions must provide traditional support systems vital to college success to early college student participants.

4. Cost of Participation

- a. Institutions must not ask student participants to assume the cost of tuition.
- b. Institutions should pursue options to reduce or eliminate cost for student fees and books for participants.
- c. Before implementing an early college program, institutions must provide a comprehensive plan detailing how the program will be financed, including plans to assure access and eliminate any financial burden for student participants.
- d. If institutions rely on potential supporters and financial partners to finance the early college program, firm written commitments must be in place before the program is launched.

3.10.8 Reporting

- A. State Regents' staff will use the Unitized Data System (UDS) to annually report the following to the State Regents:
  - 1. Number of all concurrent enrollment credit hours attempted and completed;
  - 2. Average grade point average of all concurrent enrollment students;
  - 3. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in off-campus concurrent enrollment courses; and
  - 4. Average grade point average of concurrent enrollments

students who specifically participated in off-campus concurrent enrollment courses.

5. Number of concurrent enrollment credit hours attempted and completed by students who specifically participated in an early college program.
  6. Average grade point average of concurrent enrollment students who specifically participated in an early college program.
  7. Number of degrees or certificates awarded to students who specifically participated in an early college program.
  8. Demographic information demonstrating targeted underserved populations benefitting from and being served by an early college program.
- B. To ensure a commitment to meeting the requirements in the off-campus concurrent enrollment section of this policy, institutions that conduct off-campus concurrent enrollment shall annually submit:
1. A copy of each signed off-campus concurrent enrollment MOU; and
  2. A list of all faculty teaching off-campus concurrent enrollment, including the courses taught as well as his/her academic qualifications.

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*Concurrent Enrollment Policy: Approved May 29, 2017. Revised May 29, 2020 to reference "Final Composite Score." Revised April 15, 2021 to provide guidance on high schools located in shared geographical areas. Revised May 28, 2021 to include Early College Programs.*

### **3.11 UNDERGRADUATE TRANSFER AND ARTICULATION**

#### **3.11.1 Purpose**

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

#### **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:

“Accreditation” is the status of public recognition that an organization, which is recognized by the United States Department of Education for the purposes of accrediting institutions of higher education, grants to an educational institution that meets the organization’s standards and requirements.

“Academic Notice” is a designation for Freshman students, fewer than 30 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 in Applied Science Degree” is typically a credential requiring two years of full-time equivalent college work (at least 60 credit hours) in technical-occupational areas of specialization.

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

“Baccalaureate Degree” (also referred to as a bachelor’s degree) 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).

“College Technical Certificate” is typically a credential requiring college work in technical-occupational areas of specialization.

“Common Course Category” is a grouping of equivalent courses in the Course Equivalency Project Matrix. Each Common Course Category is distinguished by a prefix and number, a course description, and student learning outcomes.

“Course Equivalency Project” is a process by which State System institutions establish course equivalencies among institutions.

“Course Equivalency Project Matrix” is the listing of courses determined to be equivalent through the Course Equivalency Project Process.

“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.

“External Reviewer” refers to academic peer evaluators from outside the institution who are proficient in the specialization pertinent to the courses being reviewed.

“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.

“Oklahoma Technology Center” is a secondary and postsecondary, state accredited non-degree granting entity operating under the governance of the Oklahoma Department of Career and Technical Education (ODCTE).

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

“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.

“State System Institution” refers to any college or university of the Oklahoma State System of Higher Education listed in the State Regents *Governance* policy (1.7).

“Statewide Articulation Agreement” is a statewide agreement established in advance and approved by the State Regents, which includes participating State System of higher education institutions’ articulated technical courses meeting major degree requirements accepted in transfer from Oklahoma technology centers for a college technical certificate, an associate in applied science degree, or a technology baccalaureate degree.

“Statewide Technical Course Articulation Matrix” refers to the inventory of technical courses approved by specific academic year for transfer and applicable to technical degree major requirements within college technical certificates, associate in applied science, and technology baccalaureate degree programs within the Statewide Articulation Agreement. The matrix of approved technical courses is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the *Academic Affairs Procedures Handbook*.

“Technology Baccalaureate Degree” is typically a credential requiring four years of full-time equivalent college work (at least 120 credit hours) in a technical-occupational area of specialization. The State Regents recognize this degree as a Bachelor of (Specialty), typically specified as a Bachelor of Technology, Bachelor of Applied Technology, Bachelor of Applied Science, or Bachelor of Applied Arts and Science.

"Transcript" for the purpose of this policy is defined as the official document issued by a state system institution or an Oklahoma technology center with student information that is a complete and accurate reflection of a student's academic career. At minimum, an official transcript must include essential elements as referenced by the American Association of Collegiate Registrars and Admission Officers *Academic Record and Transcript Guide*. Detailed information is available in the State Regents’ *Academic Affairs Procedures Handbook* and online.

“Transfer Student” is any undergraduate student with greater than six attempted credit hours, developmental education 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.

### 3.11.3 Admission of Transfer Students from Degree-granting Institutions

#### A. Admission by Transfer within the State System

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

1. Students originally meeting both the high school curricular requirements and academic performance standards of the institution to which the student wishes to transfer must have a GPA high enough to meet the institution's retention standards as defined in the State

Regents' *Institutional Admission and Retention* policy.

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

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

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

1. Transcripts of record from colleges and universities accredited by the HLC will be given full value.
  - a. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.
  - b. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.
2. Transcripts of record from degree-granting institutions accredited by organizations other than the HLC and recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education are subject to review according to published policies and



procedures developed by the institution and may transfer on a course-by-course basis.

- a. Each applicant must meet the conditions of 1.a and 1.b above.
3. Transcripts of record from degree-granting institutions not accredited by organizations recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
    - a. Each undergraduate applicant must meet the conditions of 1.a and 1.b above.
    - b. Each undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.

C. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in 3.11.3 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.

3.11.4 Transfer of Course Work Within the State System from Degree-granting Institutions

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 prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' *Credit for Prior Learning* policy.
- L. State System institutions may determine course equivalencies through various methods, including articulation agreements, institutional evaluation of individual courses, as well as through the Course Equivalency Project. Courses listed under the same Common Course category on the Course Equivalency Project Matrix shall be accepted by all institutions listed in that category as equivalent for the academic year during which those institutions' courses are listed. By participating in the same process as State System institutions, independent degree-granting institutions based in Oklahoma may list courses on the Course Equivalency Project Matrix.
  - 1. The Course Equivalency Project Matrix is updated each academic year. Detailed information regarding the process may be found in the *Academic Affairs Procedures Handbook*.
  - 2. In Common Course categories where faculty members in the discipline have established student learning outcomes, a course must contain all of the specified outcomes, as a minimum, in order to be included in the category.

3. Courses listed on the Course Equivalency Project Matrix satisfy content requirements for all courses listed within the same Common Course category; however, all degree requirements listed in the State Regents' *Undergraduate Degree Requirements* policy must be met before the degree may be awarded.

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

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

A. Principles. The Statewide Articulation Agreement will:

1. Adhere to academic educational standards and policies as specified by the State Regents for Higher Education and the ODCTE.
2. Inform students about the participating higher education institutions offering technical certificate and degree programs for which technical courses from an Oklahoma technology center are listed on the Statewide Technical Course Articulation Matrix. These courses may be applicable for technical degree major requirements or technical degree major electives, but not as general elective credit.
3. Facilitate articulation with an uninterrupted sequence of learning experiences for technology center students.
4. Provide students who are enrolled in technology center courses and programs included on the Statewide Technical Course Articulation Matrix the opportunity to continue their educational careers in higher education.
5. Ensure the efficient use of public resources and expand access to educational services.

B. Requirements for College Course Transfer Credit

1. Students who successfully complete Oklahoma

technology center courses and/or programs listed on the Statewide Technical Course Articulation Matrix may earn college transfer credit in only those technical courses approved under the conditions listed below.

Students must:

- a. Provide an official transcript from the technology center that includes all essential elements to document the completed technical course(s). Essential elements of a transcript are detailed in the State Regents' *Academic Affairs Procedures Handbook*.
- b. Achieve a minimum passing grade, as determined by the accreditation, licensure, or other programmatic requirements of the State System institution, for technical course work listed on the Statewide Technical Course Articulation Matrix, clearly documented on an official technology center transcript.
- c. Be admitted to the participating State System institution. Technical course credit earned through the Statewide Technical Course Articulation Agreement will be posted on the official college transcript as a grade of "S" or "P" at the receiving institution. All technical credit awarded through the Statewide Articulation Agreement shall be appropriately identified by source and method on the official college transcript.

C. Procedures

1. The institutional President must submit a "letter of intent" to initiate a new request for courses to be added to the Statewide Technical Course Articulation Matrix. The Chancellor will then inform the other institutional Presidents of this request and provide the opportunity to request copies of the new technical course request when received, as well as submit comments, questions and protests. Institutions will have 45 calendar days from the date of the systemwide "letter of intent" to request a copy of the new course request for review. The "letter of intent" does not entail a commitment on the part of an institution to add courses to the Statewide Technical Course Articulation Matrix or on the part of the State Regents to approve the proposed courses. The "letter of intent" will be active for a period of six months and must be received by the Chancellor at least 30 days prior to the new course request. The "letter of intent" must indicate the academic program into which the credit will be accepted, a listing of both the technology center

courses being proposed for transfer as well as the higher education courses which the content satisfies, and the name and location of each technology center where the proposed courses are being taught. The “letter of intent” will remain active for six months following the receipt of the “letter of intent.” If the institution's request to add new courses to the Statewide Technical Course Articulation Matrix is not received during the six month time period following the receipt of the “letter of intent,” a new “letter of intent” must be initiated. After being received, requests to add new courses to the Statewide Technical Course Articulation Matrix not acted upon by the State Regents within one year will be declared inactive and require a new “letter of intent” to be initiated.

2. An institutional request for approval of technical courses from an Oklahoma technology center to be included in the Statewide Technical Course Articulation Matrix shall contain the following information. Forms are available in the State Regents’ *Academic Affairs Procedures Handbook* and online.
  - a. Names of the participating technology center and the participating higher education institution.
  - b. Name of college technical certificate, associate in applied science degree, or technology baccalaureate degree program toward which technical credit will be awarded.
  - c. Titles of modules and number of clock hours, courses, or programs for which approval is sought with the equivalent college technical course(s) to include college course title, course description, student learning outcomes, and academic credit. Forms are available in the State Regents’ *Academic Affairs Procedures Handbook* and online.
  - d. A description of how the proposed courses were reviewed by full-time institutional faculty and how those faculty members are qualified to conduct the review.
3. State System institutions may require external validation of technology center coursework for college credit through third party entities, such as the American Council on Education or programmatic accreditors recognized by the USDE.
4. If an institution requests a copy of the proposal to add courses to the Statewide Technical Course Articulation

Matrix, the institution requesting the copy of the proposal shall have the opportunity to request external review of the proposal by external reviewers. State Regents' staff will work with State System institutions to recruit qualified reviewers external to the proposing institution. These external reviewers will submit their recommendations regarding approval of the proposed courses to State Regents' staff, who will then make a final recommendation to the State Regents.

5. If no institution requests a copy of the proposed courses, State Regents' staff will make a recommendation regarding approval of the courses based on the review conducted by the proposing institution's qualified full-time faculty.

D. Reporting and Publications

1. Statewide Technical Course Articulation Matrix for each academic year will include course title, course description, and student learning outcomes of the State System institution's course, and the equivalent technology center course title(s) and clock hours for each approved articulated technical course. This matrix is maintained online, reviewed at least annually, and updated as needed by the State Regents through a college faculty-driven process detailed in the *Academic Affairs Procedures Handbook*.
2. All publications and advertisements regardless of medium will note which college is awarding the transfer credit. Additionally, all publications and advertisements must adhere to the consumer protection requirements (see *Accreditation and State Authorization* policy) that prohibit State System institutions or technology centers from making misleading, deceptive, and/or inaccurate statements in brochures, web sites, catalogs, and/or other media/publications. Failure to comply with this requirement may result in the removal of the course(s) listed on the Statewide Articulation Agreement and the Statewide Technical Course Articulation Matrix.

E. Workshops and Standing Committee

1. In collaboration with the State Director of Career and Technology Education, the Chancellor shall develop workshops to improve policy implementation, enhance cooperation, inspire innovation, and encourage the use of technology. The workshops shall include system wide representation from technology centers and higher education institutions to facilitate communication of current policy and additional needs. In addition, the standing committee of the Council on Instruction for transfer credit policy will address policy issues as



needed.

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*Admission Policy: Revised December 9, 1994; June 28, 1995; June 28, 1996; June 27, 1997; September 5, 1997; April 3, 1998; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; June 30, 2004 and November 29, 2007. IEP Policy: Revised August 16, 1994; April 11, 1997; May 30, 2003. Undergraduate Degree Requirements Policy: Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004. Credit for Extracurricular Learning Policy: Revised February 8, 1995. Uniform Course Numbering Policy: Approved December 15, 1970. Revised for GPA purposes, June 24, 2010. Revised for technology center transfer credit purposes, May 26, 2017. Revised to address the Course Equivalency Project Matrix, April 26, 2018. Revised technology center transfer credit review process, October 24, 2019. Revised to reflect changes to USDE regulations related to accreditation May 28, 2021.*

## 3.12 GRADING

### 3.12.1 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.

### 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 Forgiveness Provisions” 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. 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.

“Institutional Financial Aid” is aid funded through institutional or private sources.

“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, grade and credit hours awarded, degrees received, academic standing, academic honors, and transfer information. The transcript may also include the CGPA.

### 3.12.3 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.

For students who are members of the active uniformed military service, refer to policy section 3.12.3.B below.

AU Audit status is used for a student who is not interested in obtaining a course grade, but who is enrolled to get course content knowledge. 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, which is defined as the first two weeks of a regular semester/term and the first week of a summer semester/term. Students who change 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. An AU is GPA neutral.

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 or Student 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 use the grades "S" or "U" and "P" 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" are grades 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 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.

**B. Leave of Absence**

Pursuant to Title 70, O.S., Section 3248, State System institutions shall grant a leave of absence, which shall not exceed a cumulative five (5) years, to a student who is a member of the active uniformed military services of the United States and

called to active duty. The student shall be eligible to:

1. Withdraw from any or all courses for the period of active duty service without penalty to admission status or GPA and without loss of institutional financial aid (for refund of tuition and fees refer to *Budget and Fiscal* policy 4.18.4.I); or
2. Receive an "I" for any or all courses for the period of active duty status irrespective of the student's grade at the time the "I" is awarded; provided, however, that the student has completed a minimum of fifty percent (50%) of all coursework prior to being called to active duty and the student completes all courses upon return from active duty. The student's admission status and GPA shall not be penalized and the student shall not experience loss of institutional financial aid.

#### 3.12.4 Grade Point Averages

The GPA is used to determine a student's eligibility to remain enrolled or graduate from an institution. Activity courses and forgiven course work are not calculated in the GPA. 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.

Developmental education, 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.

#### 3.12.5 Remedial/Developmental Courses

Remedial/developmental courses shall be coded as zero-level and collegiate-level credit may not be awarded for the completion of these 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.

#### 3.12.6 Academic Forgiveness Provisions

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

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

- A. For pedagogical reasons, a student will be allowed to repeat a course and count only the second grade earned in the calculation

of the GPA under the prescribed circumstances listed below.

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

Students may seek academic forgiveness utilizing the following institutional procedures. Students may receive no more than one academic reprieve or renewal in the academic career, and only one option (reprieve or renewal) can be used. The repeated courses provision may be utilized independent of reprieve or renewal within the limits prescribed below. All institutions will conform to the repeated courses forgiveness provision. Institutions may offer students academic reprieve or academic renewal as detailed below. Institutions that grant 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 initial 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 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 are included during the semester(s) for which a reprieve has been requested. 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 State System institutions with academic renewal policies consistent with these guidelines:

1. At least five years must have elapsed between the last semester being renewed and the renewal request;
2. Prior to requesting academic renewal, the student must have earned a GPA of 2.0 or higher with no grade lower than a "C" in all regularly graded course work (a minimum of 12 hours) excluding activity or performance courses;
3. The request will be for all courses completed before the date specified in the request for renewal;
4. The student must petition for consideration of academic renewal according to institutional policy; and

5. All courses remain on the student's transcript, but are not calculated in the student's GPA. Neither the content nor credit hours of renewed course work may be used to fulfill any degree or graduation requirements.

### 3.12.7 Reporting Academic Standing

#### A. Retention 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 student's academic career. Therefore, in situations that 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 who receive 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.

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*Approved May 29, 1992. Revised December 9, 1994; March 29, 1996; December 1, 2003, and June 24, 2010. September 4, 2014.*



### **3.13 UNDERGRADUATE ACADEMIC COURSE LOAD**

#### **3.13.1 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.

#### **3.13.2 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.

#### **3.13.3 Maximum Overload**

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

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

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

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

### 3.14 GRANTING OF DEGREES

#### 3.14.1 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.

#### 3.14.2 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.

#### 3.14.3 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.

#### 3.14.4 Diplomas

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

- A. The diploma shall bear the seal of the State Regents and shall contain the signatures of the chairman, the secretary, and the

chancellor.

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

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

#### 3.14.5 Reporting

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

#### 3.14.6 Honorary Degrees

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

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

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

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

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

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

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

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

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

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

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

#### 3.14.7 Posthumous Degrees

Institutions in the State System are authorized to confer posthumous degrees granted by the State Regents. Such degrees shall generally be unearned, nonacademic degrees recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work. Requests to confer a posthumous degree must be made by the institution, approved by the governing board, and considered by the State Regents, along with the diploma design, on a case-by-case basis.

#### 3.14.8 Certificates

Certificates and other forms of academic recognition other than degrees may be awarded by institutions only as authorized by the State Regents and in the form approved by them for this purpose. Institutions should submit requests to award certificates only when the certificate is identified on the transcript, diploma, or degree (See the State Regents' *Academic Program Review* policy). Awards or certificates given for

completion of short courses, non-credit offerings, basic education courses, or other such experiences need not be submitted for State Regents' approval.

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

### **3.15 UNDERGRADUATE DEGREE REQUIREMENTS**

#### **3.15.1 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.

#### **3.15.2 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.

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

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

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

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

1. English Composition 6 hours
2. U.S. History and U.S. Government 6 hours  
(see section 3.15.7)
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 Prior Learning* policy may be used to satisfy general education requirements.

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

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

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

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

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

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



the following:

1. Communications 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 3.15.7)
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

### 3.15.5 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 3.15.7)
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 Prior 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

3.15.6 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 institution's 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.

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

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

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

### **3.16 CREDIT FOR PRIOR LEARNING**

#### **3.16.1 Purpose**

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

#### **3.16.2 Definitions**

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

“Prior Learning” is acquired outside the sponsorship of legally authorized postsecondary and higher education institutions accredited as degree-granting institutions. The term applies to learning acquired from, but not limited to, work and life experiences, non-degree granting institutions, professional training, military training, or open source learning.

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

#### **3.16.3 Principles**

- A. Students eligible to receive credit for prior learning must be enrolled or eligible to re-enroll at the institution awarding the credit.
- B. Credit awarded to a student for prior learning must be validated by successful completion of 12 or more semester hours at the awarding institution before being placed on the student's official transcript. An institutional policy exception to this provision must be requested by the institution and approved by the State Regents.
- C. State System institutions awarding credit for prior learning shall review and validate the learning on an individual basis using State Regents’ recognized or approved methods. The following publications and methods are among acceptable options for

validating prior learning for awarding credit:

1. American Council on Education (ACE) Guide to Evaluation of Educational Experiences in the Armed Forces, National Guide to College Credit for Workforce Training, and ACE recommendations of college credit by examination, as well as ACE credit recommendations on the Joint Service Transcript, and other publications as recommended by ACE.
  2. The University of the State of New York's National College Credit Recommendation Service (CCRS).
  3. Standardized examinations such as College Board Advanced Placement (AP) or College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES).
  4. Degree-relevant prior learning credit awarded and transcribed by other institutions accredited as degree-granting institutions.
  5. Assessment of individual student portfolios using Council for Adult and Experiential Learning (CAEL) or other standardized guidelines.
  6. Higher Level courses in the International Baccalaureate Organization Diploma Program.
  7. Institutionally prepared assessments developed by qualified faculty with content expertise.
  8. Use of the systemwide assessment inventory of industry, technical, and other assessments associated with technology center programs that have been evaluated for college credit.
- D. In establishing the minimum required score on an AP examination for granting course credit for a particular lower-division course, State System institutions shall not require an AP score of more than three.
- Policy exceptions may be granted if a State System institution determines, based on evidence, that a higher score on the examination is necessary for a student to be successful in a related and more advanced course for which the lower-division course is a prerequisite.
- The process for requesting a policy exception is outlined in the *Academic Affairs Procedures Handbook*.
- E. Neither the ACT nor the SAT shall be utilized by State System institutions for awarding credit.
- F. Direct instruction or coursework from technology centers shall not be utilized by State System institutions for awarding credit through this policy.

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

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

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

#### 3.16.4 Oversight and Evaluation

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

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

#### 3.16.5 Compliance with Policy

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

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

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### 3.17 DISTANCE EDUCATION AND TRADITIONAL OFF-CAMPUS COURSES AND PROGRAMS

#### 3.17.1 Purpose

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

#### A. Scope

The use of distance education and traditional off-campus instruction should be applied to the multiple goals of the State System:

1. to extend access to place bound and nontraditional students through the distance education courses and programs;
2. to inform business, government, and community organizations about the benefits of this delivery format;
3. to improve the achievement and skill level of students, whether in traditional campus programs, or in traditional off-campus settings, or by means of distance education by actively engaging them in the learning process;
4. to facilitate Oklahoma's economic development by strengthening pathways to academic degrees and certificates, increasing the number of college graduates, offering appropriate academic programs and marketing the State System and its institutions as an economic asset of the state; and
5. 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. Distance Education 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 the Council of Regional Accrediting

*Commissions (C-RAC) Guidelines for the Evaluation of Distance Education (On-line Learning).*

C. Learning Sites

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.

3.17.2 Definitions

The following words and terms, when used in the policy, 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.

“Blended” programs utilize both on-site and distance education methods. Blended programs are not exempt from online program approval if distance education activity is utilized to an extent which requires approval under sections 3.17.11 or 3.17.12.

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

“Council of Regional Accrediting Commissions (C-RAC) Guidelines” refers to the Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning) for best practices in postsecondary distance education developed by learning practitioners of distance education.

“Distance Education” 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.

“Distance Education Course” is a course in which at least 75 percent of the instruction and interaction occurs through a distance education format.

“Financial Responsibility Index Score” is a United States Department of Education (USDE) issued score to determine a private institution's financial stability for Title IV participation.

“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 and the University Centers of Southern Oklahoma (UCSO) and Ponca City (UCPC).

“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.

“National Council for State Authorization Reciprocity Agreements (NC-SARA)” is the administrative entity responsible for establishing SARA policies and standards and coordinating SARA efforts within the four regional higher education interstate compacts.

“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.

“Physical Presence” is a measure by which a state defines the status of an educational institution’s presence within the state.

“Private Institution” is defined as an educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

“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 distance education must also meet the requirements outlined in section 3.17.11 of this policy.

“Regional Compact” refers to the Midwestern Higher Education Compact, New England Board of Higher Education, Southern Regional Education Board, or Western Interstate Commission for Higher Education.

“State” means any state, commonwealth, district, or organized territory of the United States.

“State Authorization Reciprocity Agreement (SARA)” is an agreement among member states, districts and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs.

“State Portal Agency” means the single agency designated by each SARA member state to serve as the interstate point of contact for SARA questions, complaints, and other communications.



“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 originating campus of a State System institution and is not considered part of the institution’s physical plant.

### 3.17.3 Applicability of Credit

Credit awarded for the completion of courses offered through distance education 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.

### 3.17.4 Program and Course Principles and Procedures

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

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

- A. Online and Traditional Off-Campus Programs. Institutional requests for new online or traditional off-campus educational programs shall be submitted in the same manner as on-campus program requests. (See the State Regents’ *Academic Program Approval* policy).
- B. Online Programs. Existing programs offered through online delivery will be submitted as specified in 3.17.11 and 3.17.12.
- C. Distance Education Programs in Other Formats. Existing courses and programs offered through distance education formats that do not meet the requirements outlined in 3.17.11 do not require program approval. However, courses offered through these methodologies remain within the jurisdiction of this policy and must meet requirements as specified in 3.17.5.
- D. Traditional Off-Campus. The principles outlined below apply to section 3.17.13.
  - 1. Courses and programs authorized for offering on-campus at State System institutions will form the basis for traditional off-campus offerings at State System institutions. Institutions may offer approved on-campus courses within their geographic service area without separate approval by the State Regents.
  - 2. An institution may offer approved on-campus courses outside its geographic service area without separate approval by the State Regents provided that an

institutional off-campus agreement exists with the institution closer to the class site and is on file at the State Regents' office. Courses outside an institution's geographic service area shall be for a specified time period as outlined in the off-campus agreement.

### 3.17.5 Academic Standards

The section applies to distance education, blended, 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 distance education and traditional off-campus instruction. Some of the language in this section is from the C-RAC *Guidelines for the Evaluation of Distance Education (On-line Learning)*.

Distance Education 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 institution 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. The institution shall provide training to ensure technological competency required for teaching at a distance and create professional development opportunities which are based on best practices in distance learning pedagogy.
  - 2. The originating institution shall appoint qualified faculty with content expertise to provide oversight and ensure that the course objectives, curriculum, and academic requirements are equivalent to those for the courses and programs taught in a traditional format on-campus.
- B. Faculty/Student interaction. Institutions offering distance education courses and programs shall make provisions for appropriate real-time or delayed interaction among students and between faculty and students.
- C. Academic integrity. The integrity of student coursework 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. Identity verification. Institutions shall have an appropriate method to verify the identity of students taking distance courses. More detailed information regarding identity verification can be

found in the *Academic Affairs Procedures Handbook*.

- F. Advertising. Institutions that advertise to recruit students must provide adequate and accurate information. This includes, but is not limited to the following: admissions requirements, computer and software requirements, estimated or average program costs, skills needed to complete the programs, curriculum design and time frame for which courses are offered, estimated time to complete, expectations for any required face-to-face, on-ground work (internships, specialized laboratory work), other services available, etc.
- G. Learning resources. Students shall have access to facilities and learning materials (information resources, library, laboratories, equipment, etc.) on essentially the same basis as students in the same program or courses taught at the originating campus. This includes library privileges for students through interlibrary loan and/or electronic resource access, including online access to catalogs, databases, and other materials.
- H. Academic calendar requirements. The standards observed relating to the number of course meetings and total time spent in the course or in satisfying the course requirements shall be comparable to those observed on the originating 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.
- I. 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 *Student Assessment and Remediation* policies).
- J. 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 originating campus. Online programs shall make these services available to students in electronic format using the working assumption that these students will not be physically present on-campus.
- K. Technical support system. Students in distance education 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.

- L. 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, audio/visual components, e-mail, and Internet services. Institutions that serve as a learning site by hosting distance education 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.

#### 3.17.6 Institutional Assessment

The program assessments, which are detailed in the State Regents *Academic Program Review* and *Student Assessment and Remediation* policies, shall apply to all programs offered via distance education or at traditional off-campus locations. Additionally, all traditional off-campus and distance education courses and programs shall be reviewed in accordance with the originating institution's internal assessment plan. The result of the annual internal assessment plan shall be used to ensure the continuous improvement of program and course content.

#### 3.17.7 Copyright and Intellectual Property

Institutions must have policies in place that communicate copyright laws regarding the appropriate use of text, images, graphic materials, tables, videos, audios, and other protected works.

#### 3.17.8 Out-of-State Activity by Oklahoma Institutions

##### A. Courses Offered at Physical Locations Out-of-State

The research universities are authorized on a limited basis to carry out programs and projects on a national and international scale. Other institutions seeking approval to offer courses at physical locations out-of-state 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). A State System institution offering courses at physical locations out-of-state shall seek approval and gain authorization from the state agencies or accrediting associations in whose jurisdiction the courses are to be available. Because the primary responsibility of a State System institution is to serve the citizens of the state of Oklahoma, when submitting this request, an institution shall document that offering courses out-of-state will in no way diminish the performance of that

responsibility. This documentation--when audited and upon State Regents' approval --will be provided by the institution when seeking approval from the appropriate state agencies and accrediting associations. Upon approval from the appropriate entities, the institution shall comply with any requirements within those jurisdictions.

B. Delivering Distance Education Out-of-State/Limited Out-of-State Activity

Based on the State System's commitment to serve the citizens of Oklahoma, institutions shall primarily utilize distance education offerings to meet the needs of students residing within the state. However, an institution offering distance education to students residing out-of-state or conducting limited activity within another state shall:

1. seek approval and gain authorization from the appropriate state agencies in a state in which the institution is conducting limited activity and/or in a state in which a current distance education student resides. Upon approval from the appropriate entities, an institution shall comply with all the requirements within those jurisdictions; or
2. seek approval from the State Regents to participate in the State Authorization Reciprocity Agreement (SARA). Public and private institutions which are approved to participate in the SARA shall only engage in activities which are permissible under the SARA. Therefore, when a public or private SARA institution plans to engage in activity which is not permissible under the SARA, including conducting distance education related activities in non-SARA participating states, the public or private institution shall seek approval and gain authorization from the appropriate state agencies and comply with any requirements as noted above.

3.17.9 State Authorization Reciprocity Agreement (SARA)

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

detailed information regarding the SARA application and approval process can be found in the *Academic Affairs Procedures Handbook*.

A. Eligibility

To be eligible for SARA participation, a public or private institution shall have its principal campus or central administrative unit domiciled in Oklahoma and be a degree-granting institution that is accredited by an agency recognized by the USDE. Additionally, a private institution shall have the minimum requisite USDE issued financial responsibility index score, on the most recent year's review, to participate in the SARA. Private institutions which do not attain the required requisite financial responsibility score on the most recent year's financial review, but receive a score within the range which NC-SARA permits states to grant provisional acceptance, may seek conditional approval. Consistent with the USDE, the State Regents deems public institutions financially responsible, for the purposes of the SARA, based on their status as state or municipal institutions.

B. Compliance

To participate in the SARA, a public or private institution shall adhere to the principles and practices prescribed in the SARA policies and standards document. Additional information relating to the SARA policies and standards can also be found in the *Academic Affairs Procedures Handbook*.

C. SARA Violations

Alleged SARA policy and standard violations shall be reviewed by State Regents staff. Prior to conducting a formal investigation, the Chancellor will notify the public or private institution president of the alleged violation(s) and address the nature of the review. Upon request, a public or private institution under investigation shall provide all information relating to the alleged violation, which may include issuing temporary access to specific distance courses. At the conclusion of the review, the Chancellor will submit a SARA compliance report to the institution's president detailing the findings of the investigation as well as a recommendation regarding the institution's SARA membership status.

1. Recommendations

The recommendations must be consistent with this policy and will be one of the following:

a. Revocation

The institution has committed an egregious SARA policy and/or standard violation. In instances when violations of this magnitude occur, it is recommended that the institution's SARA membership be revoked.

b. Probationary Status

The institution has committed a non-egregious SARA policy and/or standard violation. It is recommended that the institution continue participating in the SARA on a probationary basis provided that the institution modifies practices and makes adjustments which are necessary to comply with the SARA policy and/or standard. Corrective measures and timelines for improvements will be detailed in the compliance report. The date of a follow-up evaluation to review the institution's compliance with the SARA policy and/or standard that was violated will also be noted in the compliance report. A probationary period shall not exceed 12 consecutive months. Failure to meet the terms and conditions of the probationary status or committing an egregious violation during the probationary period shall result in a recommendation to revoke an institution's SARA membership.

c. Continued SARA Participation

There is no sufficient evidence to substantiate that the institution violated the SARA policy and/or standard that was investigated. Therefore, it is recommended that the institution continue participating in the SARA.

2. Correspondence:

An institution receiving a compliance report with a recommendation to have its SARA membership revoked will have 30 days from the date of the compliance report to inform the Chancellor of any objections it may have thereto. If objections are not received within the 30 day time period, the SARA compliance report will be forwarded to the State Regents for their consideration and action.

3. Institutional Appeal and State Regents Action

The Chancellor will submit the SARA compliance report and any applicable documentation relating to the appeal to the State Regents for their consideration. Throughout the appeals process, the institution shall maintain the SARA status it held prior to the compliance investigation.

In response to an objection, the Chancellor will convene a neutral three-member panel of educators to review the objections. The appeals process will be directed by the Procedures for Denial, Revocation, or Nonrenewal in

Accreditation, of the State Regents' *Institutional Accreditation* policy. Upon completion of a hearing, the review panel will submit a report to the State Regents addressing the institution's objections as well as all records that were provided during the proceeding. At the next possible regularly scheduled State Regents meeting, the State Regents will review and discuss the SARA compliance report, the panel review report, and the official documentation pertaining to the objection. The State Regents meeting will also serve as an opportunity for the institution to state remarks to support their objection; however, no new evidentiary materials will be received at this meeting. The State Regents consideration of the matters and action taken thereon will constitute a final State Regents review of the institution's objections to the compliance report. Further information regarding the appeal process can be found in the *Academic Affairs Procedures Handbook*.

D. Post SARA Activity

A public or private institution which has its membership in the SARA revoked, is not reauthorized to continue participation in the SARA, or voluntarily withdraws from SARA participation shall seek approval and gain authorization, from the appropriate state agencies, in each state in which the institution is conducting limited activity and/or in each state in which a current distance education student resides. Upon approval from the appropriate entities, the public or private institution shall comply with all requirements within those jurisdictions.

3.17.10 Courses and Programs Offered in Oklahoma by Out-of-State Institutions

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

3.17.11 Program Approval Procedures for Online Programs

Institutions that have not been approved previously to offer online programs are required to request approval as follows: (1) if programs are offered in such a manner that an individual student can take 100 percent of the courses for the major through online delivery or other computer-mediated format; or (2) the program is advertised as available through online delivery or other computer-mediated format. For the purpose of this policy, major is defined as courses in the discipline of the student's declared degree program, excluding support courses, general education courses, and elective courses. Criteria for approval are based on qualitative consideration and the compatibility of the requested offering with the institution's mission and capacity as described below. Once an institution establishes that a verifiable structure is in place including appropriate student and faculty support systems and other required quality standards, subsequent programs may be requested through an abbreviated process (see section 3.17.12).



A. Program Request Procedures

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

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

2. Submission of a Program Request

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

- a. The institutional governing board must approve the program request prior to the institutional president formally submitting the request to the Chancellor for the State Regents' consideration.
- b. The Chancellor will submit a recommendation to the State Regents.
- c. The State Regents will take one of three actions:
  - i. disapprove the program with written explanation to the institution of the reasons for this action;
  - ii. defer the program request until the institution meets specified criteria or provides additional information; or
  - iii. approve the program for offering in an online format as long as academic standards and policy are followed.

B. Program Proposal Content:

The program request must address how the institution will meet the Academic Standards specified in section 3.17.5 and the criteria listed below:

1. Mission. The proposal must contain a statement of the program's connection to the institution's mission.
2. Method of Delivery. Describe the method that will be used to deliver the program content (e.g., Blackboard,

Desire2Learn, etc.) and the major features that will facilitate learning.

3. Student demand. Evidence of sufficient student and/or employer need for the program in this learning mode. Evidence should demonstrate employers' preference for graduates of the proposed program and target student audience.
4. Duplication. Demonstration that the program does not unnecessarily duplicate existing programs in the state (see the State Regents' *Academic Program Approval* policy).
5. Curriculum. A list of the curriculum will be provided with a request to offer an existing program online.
6. Requests for new programs for offering on-campus and/or through an online format will be submitted for initial approval through the *Academic Program Approval* policy.
7. Program cost. Productivity goals related to the cost and funding of the proposed program must be included in the proposal. (see the State Regents' *Academic Program Approval* policy).

#### 3.17.12 Approval of Subsequent Online Programs

Once the State Regents have approved an institution's offering a program through online delivery or other computer-mediated format, additional programs may be considered that do not require the comprehensive approval method described above. The process for requesting additional existing programs (new programs must be requested through the *Academic Program Approval* policy) through online delivery or other computer-mediated format is for the President to send the following information to the Chancellor: 1) letter of intent 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.

#### 3.17.13 Off-Campus Geographic Service Areas

This section outlines principles and procedures that institutions will use to coordinate traditional off-campus offerings. Coordination with nearby institutions should take place prior to proceeding with traditional off-campus offerings, particularly as it relates to duplication. The geographic service area maps for two-year and four-year institutions shall serve as a reference to detail each institution's geographic service area perimeters.

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

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

A. Community Colleges

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.

B. 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.

C. 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.

D. 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.

E. Unique Programs

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

F. Historical Presence

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

G. UCSO and UCPC

Requests for traditional off campus courses in the proximity of the UCSO or UCPC shall be coordinated with these centers.

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

### 3.17.14 Fiscal Provisions for Distance Education 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 distance education 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. Pursuant to 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 institutions 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.

### 3.17.15 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 institutions 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 institutions 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.

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).

3.17.16 Designation and Operation of Learning Sites

The 25 public colleges and universities, the UCSO and the UCPC 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.

#### 3.17.17 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.

#### 3.17.18 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.

#### 3.17.19 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 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.

#### 3.17.20 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.

#### 3.17.21 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 than 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.

3.17.22 Provider Institutions

Distance Education Curriculum Development Fund. Because provider institutions need support to develop and deliver high-quality distance education 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.

#### 3.17.23 Reporting

- A. All distance education and traditional off-campus course data will be an integral part of each institution's unitized data system.
- B. Institutions will utilize the Unitized Data System (UDS) to annually report distance education and traditional off-campus courses to the State Regents.
- C. Copies of signed and executed institutional 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.

#### 3.17.24 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.

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*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; May 29, 2015.*

### 3.18 IN-STATE/OUT-OF-STATE STATUS OF ENROLLED STUDENTS

#### 3.18.1 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.

#### 3.18.2 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 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.

“Home of Record” is the location where the reservist enlisted, reenlisted, or was commissioned into the military.

“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 and has established domicile in Oklahoma or meets requirements associated with in-state status including sections 3.18.4, 3.18.7 and 3.18.9. Students classified upon admission as in-state are eligible to apply for state scholarship and financial aid programs.

“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 3.18.6.

“Uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard, National Oceanic and Atmospheric Administration, and Public Health Service.

“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.

### 3.18.3 Principles

As part of the admissions process, institutions are responsible for determining students’ in-state/out-of-state status consistent with this policy. Administrators interview students, review documentation and are in the best position to determine whether the student may be classified as in-state. Each institution must designate an appropriate administrative

official (most often the Admissions Officer) as responsible for administration of this policy. Clarification and additional information including documentation examples and frequently asked questions are in the *Academic Affairs Procedures Handbook*.

The burden of proof to establish in-state status shall be upon the student. Since residence or domicile is a matter of intent, each case will be judged on its own merit by the appropriate administrative official(s) consistent with this policy. Mere assertion by a student such as checking “In-State” on the application for admission is insufficient. The appropriate administrative official must review relevant documents, consider the policy principles and procedures, circumstances, and documentation to determine in-state status. While no set criteria, documentation, or set of circumstances can be used for this purpose, the principles outlined below guide the process.

- A. Attendance at a postsecondary educational institution, albeit a continuous and long-term experience, does not establish in-state status. Therefore, a student neither gains nor loses in-state status solely by such attendance.
- B. Students attending an Oklahoma college or university may perform many objective acts, some of which are required by law (i.e. payment of taxes), and all of which are customarily done by some out-of-state students who do not intend to remain in Oklahoma after graduation, but are situational and necessary and/or voluntary (i.e. registering to vote, obtaining a driver's license). Such acts and/or declarations alone are insufficient evidence of intent to remain in Oklahoma beyond the college experience.
- C. An out-of-state student attending an Oklahoma college or university on more than a half-time basis is presumed to be in the state primarily for educational purposes.
- D. An individual is not deemed to have acquired in-state status until he or she has been in the state for at least a year primarily as a permanent resident and not primarily as a student and has established domicile. Likewise, an individual classified as in-state shall not be reclassified as out-of-state until 12 months after leaving Oklahoma to live in another state.
- E. Unless residency has been established in another state, an individual who resided in Oklahoma at the time of graduation from an Oklahoma high school and has resided in the state with a parent or legal guardian for two years prior to graduation from high school will be eligible for in-state status and as allowed in 3.18.7 and 3.18.8.
- F. Each spouse in a family shall establish his or her own status on a separate basis. Exceptions include the following: when an out-of-state status individual marries a person with in-state status, the out-of-state individual may be considered in-state after documentation of the marriage and proof of domicile are satisfied without the 12 month domiciliary waiting period, and as

provided in sections 3.18.7 or 3.18.8.

- G. Initial classification as out-of-state shall not prejudice the right of a person to be reclassified thereafter for following semesters or terms of enrollment as in-state provided that he or she establish domicile as defined in this policy. Institutions must establish procedures for students to appeal out-of-state status classification.
- H. Institutions may, but are not required, to waive out-of-state tuition (also known as Nonresident Tuition Waiver) in accordance with current State Regents' *Tuition and Fees* policy 4.18.5.B that allows any institution in the State System to waive a portion of the out-of-state tuition which amount shall not exceed the difference between out-of-state tuition and the amount paid by in-state students.
- I. When a student transfers from one institution to another, the institution to which the student transfers is not bound by the in-state/out-of-state classification previously determined and may request documentation to determine the student's in-state/out-of-state status.

#### 3.18.4 Dependent and Independent Persons

- A. The legal residence of a dependent person is the postsecondary student's parents or the residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.
- B. In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the procedures 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.

### 3.18.5 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.

### 3.18.6 Undocumented Students

Pursuant to 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 waiver and/or access to state scholarships at that institution during the 2006-2007 school year or any prior year.

#### 3.18.7 Uniformed Services and Other Military Service/Training

The following section is compliant with 38 U.S.C, Section 3679(c) and 70, O.S., Section 3247.

##### A. Active Uniformed Services

The following shall be eligible for in-state status:

1. Members of the uniformed services, along with their dependent children and spouse, who provide evidence that they are full-time active duty status of more than thirty (30) days in the uniformed services stationed in Oklahoma or temporarily present through military orders. 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.

2. Regardless of the residency of the student, dependent children or spouse of a person who is currently serving as a member of the active uniformed services of the United States on full-time active duty status of more than thirty (30) days for whom Oklahoma is the home of record.
3. A person who files with the institution within the State system at which he/she intends to register a letter of intent to establish residence in the state and who
  - a. is entitled to educational or training assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who is currently serving on active duty; and
  - b. resides in the state while enrolled in the institution, regardless of the student's formal state of residence state or the active service member's home of record.
4. Former full-time active uniformed services personnel who remain in Oklahoma after their service may retain their in-state status without the 12 month requirement if they establish domicile as defined in this policy.

**B. Discharged or Released from Active Uniformed Service  
(Regardless of the Home of Record)**

A student who files with the institution within the State System at which the student intends to register a letter of intent to establish residence in the state and who resides in the state while enrolled in the institution shall be eligible for in-state status (i.e., in-state tuition), regardless of the residency of the student or home of record, if the student:

1. Is a person who:
  - a. was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed service, and
  - b. is pursuing a course of education with educational assistance under Chapters 30 or 33 of Title 38 of the United States Code.
2. Is a person who:
  - a. is entitled to assistance under Section 3319 of Title 38 of the United States Code by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services.
3. Is a person who:



- a. is entitled to assistance under Section 3311(b)(9) of Title 38 of the United States Code by virtue of a relationship to a person who died in the line of duty while serving in the active duty uniformed services.
  - 4. Is a person who:
    - a. is pursuing a course of education with educational assistance under Chapter 31 of Title 38 of the United States Code.
- C. Discharged or Released from Active Uniformed Service (Oklahoma Home of Record)
 

Person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) days of active uniformed service, less than five (5) years before the date of enrollment in the course(s) concerned and for whom Oklahoma is the home of record.
- D. Military Reserve Member on Full-Time Active Duty
 

Regardless of the residency of the student, dependent children or a spouse of a person who is currently serving as a member of the military reserve on full-time active duty of more than thirty (30) days and for whom Oklahoma is the home of record shall be eligible for in-state status.
- E. Reserve Officer Training Corps (ROTC)
 

A person who is participating in or has received a partial or full scholarship from the Air Force, Army, or the Navy/Marines ROTC shall be eligible for in-state status.
- F. To be eligible for in-state status as provided in 3.18.7.A, 3.18.7.B, 3.18.7.C, 3.18.7.D, and 3.18.7.E and to maintain eligibility, the student shall:
  - 1. Have secured admission to and enrolls full-time or part-time in a program of study; and
  - 2. Satisfy admission and retention standards.
- G. A student who meets the eligibility requirements for in-state status shall maintain in-state status if the student remains continuously enrolled at an institution within the State System after the student:
  - 1. As described in 3.18.7.A or 3.18.7.D, is discharged or released from active duty service;
  - 2. As described in 3.18.7.B.1, 3.18.7.B.2 or 3.18.7.C, exceeds the five-year period after being discharged or released from active duty uniformed service;
  - 3. As described in 3.18.7.B.1 or 3.18.7.B.4 has exhausted education assistance provided under Chapter 30, 31 or 33 of Title 38 of the United States Code;

4. As described in 3.18.7.A.3 or 3.18.7.B.2 has exhausted education assistance provided under Section 3319 of Title 38 of the United States Code; or
5. As described in 3.18.7.B.3 has exhausted education assistance provided under Section 3311(b)(9) of Title 38 of the United State Code.

#### 3.18.8 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 3.18.3 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.

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*Approved: July 1958. Revised March 28, 1967; December 16, 1974; June 29, 1977; July 25, 1984; December 5, 1988; October 23, 1989; March 24, 1993; June 28, 1996; June 30, 2003; April 1, 2004; October 25, 2007 (effective November 1, 2007); April 22, 2010 (Approved revised policy effective Fall 2011- earlier implementation is possible through an exception requested by the President and approved by the Chancellor; revised June 24, 2010 (approved slight change to the Military Personnel section of the policy (implementation Fall 2011 unless approved by exception by the Chancellor); May 25, 2012 (Approved slight change to the Definitions section of the policy). December 6, 2012 (Approved slight change to the Military Personnel section). September 4, 2014; May 29, 2015; April 20, 2017, January 24, 2019, March 28, 2019, April 15, 2021.*

### **3.19 ACADEMIC CALENDARS**

#### **3.19.1 Purpose**

This policy establishes a uniform academic calendar for 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:

“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.

#### **3.19.3 Academic Calendar Standards**

The uniform academic calendar for institutions in the State System consists of the fall and spring semesters and a summer session 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.

#### 3.19.4 Approval of Academic Calendars

Each State System institution's academic calendar is approved by the president or the president's designee and submitted annually to the State Regents. The academic calendar shall describe any alternative schedules. Submission is due by January 1 prior to the summer session to which the proposed calendar applies.

#### 3.19.5 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 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 Prior Learning* and *Add/Drop Fiscal* policies.

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*Approved January 19, 1971. Revised February 27, 1980; August 16, 1994; March 12, 1999; December 3, 1999; June 30, 2000; May 2021.*

## 3.20 STUDENT ASSESSMENT AND REMEDIATION

### 3.20.1 Purpose

Assessment of students fulfills two purposes: (1) Improvement of teaching and learning; and (2) Accountability and institutional effectiveness. Assessing individual students at various points in their academic careers provides feedback to them on how well they are performing in relation to stated learning goals and, at the same time, provides information to faculty and staff on how to improve student success. Student assessment also provides information regarding the value of Oklahoma higher education through the use of measures that are comparable among institutions and other states.

Accountability to the citizens of Oklahoma and external accrediting bodies and continuous improvement of student learning and institutional effectiveness, measurable through assessment programs, are the responsibilities of the State System and each institution.

This policy also specifies how students with curricular and basic academic skills deficiencies in the areas of English, mathematics, reading, and science will remediate 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:

“Academic Program Learning Outcomes Assessment” (or major field of study assessment) measures student learning in the major based on stated program goals and objectives.

“Accountability and Institutional Effectiveness” refer to evaluating and demonstrating an institution’s capacity to fulfill its mission and improve the quality of education.

“Assessment of Student Learning” is the process of gathering, analyzing, and interpreting data on student learning and development for the purpose of evaluating educational impact and improving programs, and, ultimately, improving the institution.

“Basic Academic Skills” are minimum required skills for college success in English, mathematics, science, and reading.

“Basic Academic Skills Deficiencies” refer to assessment results below required level to enroll in college-level courses in the subject area.

“Concurrent Enrollment” refers to a high school student enrolled in college-level coursework.

“Corequisite Support” is a process in which students who are below college-ready in math, English or reading enroll in a gateway general education course and receive additional non-credit academic support. The non-credit academic support may include, but is not limited to, an additional course, tutoring, an online lab, and peer study groups.

“Curricular Deficiencies” refer to high school curricular requirements for

college admission that have not been met by the student in high school.

“Curricular Requirements” are the units of high school coursework required for admission to public colleges and universities in the State System found in 3.9 *Institutional Admission and Retention*.

“Developmental Education” refers to courses or academic services that do not carry college credit and are designed to raise students’ competency in the subject area to the collegiate level.

“Entry Level Assessment and Course Placement” is an evaluation conducted to assist institutional faculty, advisors, and students in making decisions regarding course placement.

“General Education Assessment” measures competencies gained through the general education program as described in 3.15 *Undergraduate Degree Requirements* and HLC standards indicating student’s breadth of knowledge, skill and intellectual inquiry.

“Remediation” is a process for removing curricular or basic academic skills deficiencies through developmental education or corequisite support.

“Student Engagement and Satisfaction” are measures of current and former students’ perceptions of programs and services.

### 3.20.3 Principles

#### A. Improvement of Teaching and Learning

For the purpose of improving teaching and learning, each college and university shall assess students using criteria approved by the State Regents and including at least the following four categories: (1) entry level to determine academic preparation and course placement; (2) general education assessment; (3) academic program learning outcomes assessment; and (4) student engagement and satisfaction. Assessment applies to all students including those admitted through adult admission (refer to Adult Admission in the *Institutional Admission and Retention* policy). Assessment will be consistent with the HLC Criteria for Accreditation and Core Components and consistent with 3.7 *Academic Program Review*.

#### B. Accountability and Institutional Effectiveness

Assessment for accountability and institutional effectiveness should, whenever possible, be compared to external benchmarks. Data in each category of assessment will be reported to the State Regents annually and will include detailed information designed to demonstrate the effectiveness of the assessments consistent with the mission and programs of the institution. Reports may include the annual student assessment report and national assessment reports for comparing institutions and State Systems.

As institutions develop criteria and select assessment measures that demonstrate institutional effectiveness, each assessment should be coordinated and complement the improvement of

teaching and learning. Institutions should evaluate the validity and reliability of the assessments.

In recognition of varying institutional missions and student populations served, assessment for accountability and institutional effectiveness should include the institutional characteristics that produce the most meaningful comparisons and useful information for improvement. Assessment programs should also consider the needs of special populations in the development of policies and procedures.

C. Remediation

Certain disciplines, most notably English, mathematics, 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 who are not college ready participate in development education or corequisite support course(s). The developmental education and corequisite support course placement eligibility criteria shall be detailed in the institution's State Regents' approved assessment plan.

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. Such students will be allowed to enroll in the respective discipline's college-level courses.

Within the State System, the community college tier is officially designated as responsible for remediation. Although institutions in other tiers, with the exception of regional universities with assigned community college functions, do not have this remediation responsibility, such institutions may also offer remediation.

Developmental education and corequisite support at all state system institutions shall be fully supported through student fees.

3.20.4 Entry Level Assessment and Course Placement

A. High School Curricular Requirements

The State Regents' *Institutional Admission and Retention* policy lists high school curricular requirements for admission to programs leading to associate in arts, associate in science, associate in applied science, and baccalaureate degrees. The policy requires institutions admitting students with one or more curricular deficiencies to provide the means to satisfy those deficiencies and to remediate these deficiencies within the first 24 college-level credit hours attempted.

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



in developmental education or corequisite support designed to remedy the deficiency. Students must achieve a competency equivalent to a "C" or better to remove the deficiency.

Students with a curricular deficiency in history or citizenship skills, who present an ACT/SAT 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 a three-hour college-level history or citizenship skills course to satisfy 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).

These course placement requirements will be communicated regularly to high school students, parents, schools, teachers, counselors, and administrators for the purpose of informing them of the proficiency levels in the basic academic skills areas needed to be adequately prepared for college-level work.

#### B. Basic Academic Skills Requirements

Student competency may be demonstrated and deficiencies removed in basic academic skills English, mathematics, reading and science—through the use of State System ACT/SAT scores, or high school assessments predictive of college course success. Institutions may, within their approved assessment plans, establish higher standards by requiring additional testing of those students meeting or exceeding the minimum ACT/SAT subject test score requirement. The system ACT/SAT subject scores are reviewed by the State Regents and communicated annually. Each institution will use measures for course placement as approved by the State Regents.

A student scoring below the ACT/SAT subject score minimum level will be reviewed with additional information, as approved by the State Regents, to determine the level of readiness for college-level course work or complete remediation in the subject area. A student who is not college ready must begin remediation of basic academic skills deficiencies during the first semester and continue until prepared for college-level course work in the respective subject area. Institutions are responsible for directing students to complete remediation within the first year or 24 college-level credit hours. The president or the president's designee may allow exceptions on an individual basis for students with extenuating circumstances. All exceptions will be reported to the State Regents.

#### C. Concurrently Enrolled High School Students

High school students wishing to enroll concurrently in college courses must meet the course placement requirements detailed within the State Regents' *Concurrent Enrollment* policy.

D. Adult Students

Institutions must assess adult students' academic competence through the evaluation of basic academic skills or curricular requirements as appropriate. This must be done through participation in the ACT/SAT or the review of additional information. If indicated by the course placement information, adult students must be remediated consistent with this policy. Institutions are responsible for directing students to complete developmental education within the first year or 24 college-level credit hours.

E. Course Placement and Developmental Education Evaluation

Institutional entry level assessment programs should include an evaluation of past academic performance, educational goals, study skills, values, self-concept and motivation. Student assessment results will be utilized in the placement and advisement process. Tracking systems for evaluation of institutional assessment programs must be in place. The purpose is to validate that information from assessment and course completion is used to evaluate, innovate and strengthen programs in order to accelerate student achievement and development. The data collection activities must be clearly linked to instructional improvement efforts. These data will be included in the annual assessment report.

F. Limits

The president or the president's designee may allow a student who has been regularly enrolled to continue to enroll in college-level courses work in addition to developmental coursework beyond the 24 college-level credit hour limit, provided the student has demonstrated success in the college-level coursework. Such exceptions must be appropriately documented and a report made available upon request.

3.20.5 General Education Assessment

The results of general education assessment will 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 areas such as communication, critical thinking, mathematics, reading, and writing.

Depending on specific degree requirements and mission of the institution, general education assessment measures include those chosen by faculty to improve teaching and learning in the general education core and in broad areas such as communication, critical thinking, mathematics, reading, and writing (refer to the *Undergraduate Degree Requirements* policy). Examples of appropriate measures include academic standing, standardized and institutionally developed instruments, portfolios, etc. In addition, all institutions will conduct a general education assessment using measures approved by the State Regents to externally benchmark student progress.

### 3.20.6 Academic Program Learning Outcomes Assessment

Selection of the assessment instruments and other parameters (such as target groups, when testing occurs, etc.) for undergraduate and graduate academic program learning outcomes assessment is the responsibility of the institution. Assessment findings will be reported in program reviews as indicated in State Regents' *Academic Program Review* policy. When available and appropriate, nationally standardized instruments will be used (see the *Academic Affairs Procedures Handbook* for examples of nationally standardized instruments). The following criteria are guidelines for the selection 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.

### 3.20.7 Student Engagement and Satisfaction

Student and alumni perceptions are important in the evaluation 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. Resultant data will be used for the improvement of programs and services. Results from standardized measures will be reported at least every three years to the State Regents and will be included in the annual report.

For examples of programs/activities to be included in this level of assessment refer to the *Academic Affairs Procedures Handbook*.

### 3.20.8 Planning and Reporting

To achieve the purposes of this policy and to accomplish effective and innovative State System assessment, every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be submitted to the State Regents for approval every five years or when substantive changes are made.

Annually, institutions shall submit to the State Regents' a student assessment report containing information related to this policy and the institution's approved plan. Refer to the *Academic Affairs Procedures Handbook* for details regarding the reporting requirements.

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## **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 and program requirements; guidelines for facilitating the transfer of course work for teacher education majors; general education curriculum required for early childhood, elementary, and special education majors; requirements for secondary education majors; 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.

“Inductee” is any certified teacher who is employed to teach in an accredited school and whom the school district has elected to place under the guidance and assistance of a mentor teacher or induction committee. Inductees shall include those individuals having completed the program of the college or school of education of the accredited institution of higher education from which the person has been graduated, and shall have successfully completed the competency examination in areas of approval in which the inductee seeks certification, those individuals eligible for the alternative placement teaching certificate, and those individuals issued an emergency or provisional certificate.

“Induction” is a program in a school district for the purpose of providing professional support, mentorship and coaching to educators at the beginning of their careers or as they transition to new roles within a school or district.

“Mentor Teacher” is any teacher who has been appointed to provide guidance, support, coaching, and assistance to an inductee (novice teacher) employed by the school district. A mentor teacher shall be a current or former classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher.

“Professional Teacher Education Courses” are upper division courses that include specialized or advance professional learning intended to help teachers, administrators, and other educators improve their professional knowledge, competence, skills and effectiveness. These courses include, but are not limited to: pedagogy, classroom management, professional methods, and other coursework leading towards certification as a public school teacher, administrator or other school professional.

“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. Refer to 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.

“Teacher Candidate / Teacher Education Student (unless presented in the context of P-12 descriptors)” are used interchangeably and refer to a current college level student, not yet graduated, who has been admitted into a professional teacher education program and is being prepared to become a certified teacher.

### 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 six performance criteria described below:

- A. Achieve a GPA of 3.0 or higher in all general education courses.  
Students qualify for admission if they achieve a minimum GPA of 3.0 or higher on a 4.0 scale in all general education courses (a minimum of 30 hours) as defined in the State Regents’ *Undergraduate Degree Requirements* policy and the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10.
- B. Score at or above 22 on the American College Testing (ACT), an approved assessment of general knowledge, in accordance with the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The Writing portion of the test must be included.
- C. Score at or above 1120 on the Scholastic Aptitude Test (SAT), an approved assessment of general knowledge, in accordance with the Office of Educational Quality and Accountability Administrative Code, Title 218 Chapter 10. The Essay portion of the test must be included with no less than a 5 on Reading, a 4 on Analysis, and a 5 on Writing.
- D. Score at or above the level designated by the State Regents for math, reading, and writing on the PRAXIS Core Academic Skills for Educators Test (PRAXIS). Students who score below the

designated level on any section(s) of the PRAXIS test will be permitted to retest.

The PRAXIS test is an acceptable performance measure for students who have completed at least 30 credit hours.

- E. Achieve a passing score at the performance benchmark required by the Oklahoma Office of Educational Quality and Accountability (OEQA) for state certification on the Oklahoma General Education Test (OGET).
- F. Possess a Baccalaureate degree from an institution accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education and approved by the Oklahoma State Regents for Higher Education.

Baccalaureate degree graduates from universities accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education in the United States are assumed to have the basic skill competencies tested by the OGET and PRAXIS. These graduates may be exempt from these testing requirements.

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 teacher education programs.

#### 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, administrator, or other school professional.

Universities with approved teacher education programs may accept transfer coursework from community colleges and/or other universities at their discretion, according to the State Regents *Undergraduate Transfer and Articulation* policy.

Community colleges are approved to offer paraprofessional programs in areas related to, but not identical with, teacher education. Such programs, including early childhood education and child development, frequently utilize course content which is similar to that of professional teacher education courses; however, these courses may not be equivalent. Articulation of courses between community colleges and universities with teacher education programs is at the discretion of the teacher preparation program at the university and must adhere to teacher preparation requirements.

The course requirements listed below are mandatory for teacher education candidates. Community colleges are encouraged to have an active role in providing the general education courses necessary for

teacher education candidates to meet these requirements. Select requirements are listed:

- A. Students majoring in early childhood, elementary, and special education are required to successfully complete a minimum of 12 credit hours in general education 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, or its equivalent, in a subject area, pursuant to the OEQA Administrative Code, Title 218 Chapter 10 and 70 O.S. §6-185. Additionally, teacher candidates in early childhood, elementary, and special education must have subject area concentrations which allow qualification as a generalist.
- C. Institutional officials are permitted to select the course work in each of the core areas (English, mathematics, science, and social sciences) that is appropriately suited to meet the established teacher preparation competencies, standards, and related assessments. OEQA has final approval in determining if the subject area concentration meets accreditation requirements.
- 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 students to meet one of two criteria addressing foreign language or Emergent Bilingual / English Learning in P-12 schools:
  - 1. 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.
  - 2. Teacher candidates demonstrate the knowledge and skills necessary to address the needs of Emergent Bilingual (English Learner) students in the P-12 classroom and are proficient in the strategies required for successful delivery of P-12 instruction in that area. The assessment for such competency may occur at any point in the teacher candidate's program through specified course work, approved by the Office of Educational Quality and Accountability (OEQA), and as may be required by the institution.

- F. The following requirements are pursuant to 70 O.S. §1210.508F:
1. Teacher preparation programs shall ensure that all teacher education students majoring in early childhood, elementary and special education are provided quality training in intervention, instruction, and remediation strategies in order to meet the needs of students in kindergarten through third grade who are determined to be at risk of reading difficulties. These prospective teachers shall receive quality education in research-based instructional strategies for instruction, assessment and intervention for literacy development for all students, including advanced readers, typically developing readers and struggling readers who are coping with a range of challenges, including, but not limited to, English learners and learners with handicapping conditions and learning disabilities (including dyslexia). Quality training for teacher candidates shall include guidance from professional resources such as the:
    - a. Report of the National Reading Panel
    - b. Response to Intervention Guidelines
    - c. Council for Exceptional Children
    - d. International Dyslexia Association
    - e. International Literacy Association
    - f. National Council of Teachers of English
    - g. National Association for the Education of Young Children
  2. Teacher education programs that offer elementary, early childhood or special education programs shall incorporate into those programs the requirement that teacher education students study the five elements of reading instruction which are phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal, multidisciplinary and reflective to adapt for individual learners, must be addressed.
  3. Teacher education students enrolled in a special education program shall pass, prior to graduation, a comprehensive assessment to measure their teaching skills in the area of reading instruction. The assessment shall be developed and administered by the institutions that offer special education programs that lead to certification. The assessment shall measure the knowledge and understanding of the teacher candidate in the teaching of the five elements of reading instruction.



The results of the assessment shall be reported annually by the institution to the OEQA.

4. Teacher Education programs shall incorporate into those programs the requirement that teacher education students study or have training in the following areas:
  - a. Substance abuse symptoms identification and prevention
  - b. Mental illness symptoms identification and mental health issues
  - c. Classroom management skills
  - d. Classroom safety and discipline techniques
  - e. The use of digital and other instructional technology
  - f. Trauma-informed responsive instruction

#### 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 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 prior learning (i.e., CLEP, AP, IB) will follow guidelines established in the State Regents' *Credit for Prior Learning* policy.

#### 3.21.6 Guidelines for Teacher Preparation Faculty

The following guidelines are necessary to keep teacher education faculty attuned to and cognizant of the realities of today's public education classrooms and schools. These guidelines address the concern that teachers preparing teachers should be aware of and sensitive to the variety of environments of today's classrooms.

- A. Pursuant to Title 70 § 6-186, teacher education faculty, including the deans/directors of the colleges of education, must: (1) teach regularly scheduled classes in a state accredited P-12 school(s); and/or (2) perform a professionally appropriate role at the school site(s) which involves direct and meaningful contact with students. A minimum of 10 clock hours per school year is

required.

- 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 diverse school environments, ranging from large, urban to small, rural.
- C. Faculty members are expected to incorporate their varied common school classroom experiences into their teacher preparation at the university level. Specifically, faculty members have the responsibility to make students aware of and to provide teaching strategies for maximizing student learning in the multitude of various classroom environments. These efforts should include empowering students with an awareness of and teaching strategies for maintaining classroom order and appreciating the diversity in students' ethnicity, language, family environments and relationships, and socioeconomic circumstances. It should be noted that these teaching skills are required for students to be successful teachers regardless of the size of the community in which they teach and should be modeled for these students. Additionally, students should have successfully acquired these teaching skills and strategies prior to assuming responsibility for a classroom.

### 3.21.7 Guidelines for Participation on Induction Committees

The following requirements are pursuant to 70 O.S. §6-182:

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

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*Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002, May 29, 2020; April 15, 2021. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999. Guidelines for Teacher Preparation Policy: Approved May 27, 1994; revised January 29, 2015; revised April 26, 2018. Guidelines for Participation on Residency Year Committees: Approved January 29, 2015, revised October 25, 2018. Degree Requirements and Guidelines for Articulation of Teacher Education Programs: Approved June 27, 2019; revised April 15, 2021. Definitions, Criteria for Admission to Teacher Education Programs, Degree Requirements and Guidelines for*

*Articulation of Teacher Education Programs updated May 29, 2020. Updated language related to institutional accreditation May 28, 2021.*

### 3.22 OKLAHOMA TEACHER CONNECTION

#### *Administrative Rule Title 610 Chapter 1 Subchapter 13 (610:1-13)*

##### 3.22.1 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 from 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]

##### 3.22.2 Programs and Services (610:1-13-3)

To achieve its primary goal of recruiting, retaining, and placing teachers in the public schools of the State of Oklahoma, administered by the Oklahoma State Regents for Higher Education, the OTC shall offer curriculum, programs, and services. For additional information, refer to the *Academic Affairs Procedures Handbook*.

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*Permanent Rule Effective 5/13/, Revised 10/26/06. Revised October 20, 2011. Revised June 25, 2015.*

### **3.23 INSTRUCTORS' ENGLISH PROFICIENCY**

#### **3.23.1 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.

#### **3.23.2 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.

#### **3.23.3 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.

#### **3.23.4 Reporting**

Each institution in the State System is required to evaluate its instructional faculty for oral, aural, and written fluency in the English language in the classroom. By September 1 of each year, each institution will file with the State Regents a certification stating that the instructional faculty members whose native language is other than English, were hired either after July 1, 1995, or hired subsequent to the last annual certification, are proficient in the English language.

This law further provides that a report shall provided annually to the President Pro Tempore of the Senate and the Speaker of the House of the Oklahoma Legislature by January 1 of each year setting forth certain English proficiency information.

#### **3.23.5 Complaints**

A student may file a complaint with the office of the president of any State System institution. The president of the institution or the president's designee will report complaints and disposition to the State Regents annually.

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*Approved 1983.*

### 3.24 PROFESSIONAL PROGRAMS

#### 3.24.1 Purpose

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

#### 3.24.2 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.

#### 3.24.3 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 – 165 and OUCOM – 200), the colleges of medicine may admit out-of-state students per year as indicated below:

OSUCOM – 25 percent or 41 out-of-state students, whichever is greater

OUCOM – 25 percent or 50 out-of-state students

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.

#### 3.24.4 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.

#### 3.24.5 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.

#### 3.24.6 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.

3.24.7 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.

3.24.8 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.

3.24.9 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.

3.24.10 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.

### 3.24.11 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.

### 3.24.12 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. The number of first-year resident students admitted shall be no fewer than 58 and the number of first-year



nonresident students shall not exceed 48. Under no circumstances will any nonresident applicant be admitted with admissions qualifications that are below any admitted resident applicant. 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.
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.

#### 3.24.13 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) or other graduate school admission test of suitable rigor; 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 or other graduate school admission test of suitable rigor 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.

#### 3.24.14 Program Standards for Teacher Education Programs

The State Regents have set standards for several areas within teacher education programs including admission, general education, required teaching competencies, articulation, and teacher education faculty. For specific details on teacher education program standards, see the State Regents' *Teacher Education Policy*.

#### 3.24.15 Program Standards for Nurse Education

##### A. Associate Degree Nursing Programs

##### 1. 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.

#### 3.24.16 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.

#### 3.24.17 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.

3.24.18 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 Prior Learning* policy.

#### 3.24.19 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.

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*OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. Revised February 12, 2009. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. Revised September 9, 2010. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997; March 29, 2018; May 31, 2019. Graduation Criteria Revised December 3, 2009. OU College of Dentistry: Approved January 19, 1971. Revised September 9, 2010. Admission Standards Revised December 3, 2009. OU College of Dentistry Functions: Approved January 19, 1971. Revised September 9, 2010. Revised December 3, 2009. OU Doctor of Pharmacy: Approved May 5, 1990, Revised December 9, 1994. Revised December 3, 2009. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. Revised December 3, 2009. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004; December 1, 2016. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. Revised December 3, 2009. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997; December 3, 2009; June 24, 2020. Nurse Education Programs: Approved December 15, 1970. Revised December 3, 2009. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. Revised December 3, 2009. SWOSU Doctor of Pharmacy: Approved May 25, 2012. OUHSC Doctor of Audiology, Doctor of Nursing Practice, Doctor of Physical Therapy, Doctor of Public Health, and Doctor of Science in Rehabilitation Science and LU Doctor of Physical Therapy: Approved March 7, 2013.*

### **3.25 UNIVERSITY CENTER OF SOUTHERN OKLAHOMA**

#### **3.25.1 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.

#### **3.25.2 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.

#### **3.25.3 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.

#### **3.25.4 Program Approval Process**

- A. The primary criterion for consideration of new program requests will be academic quality, which includes student support services provided by the proposing institution. The second criterion will be cost-effectiveness and availability of resources.

- B. The 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.
- 3.25.5 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 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.

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