

STATE REGENTS UPDATE

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March 30, 2021

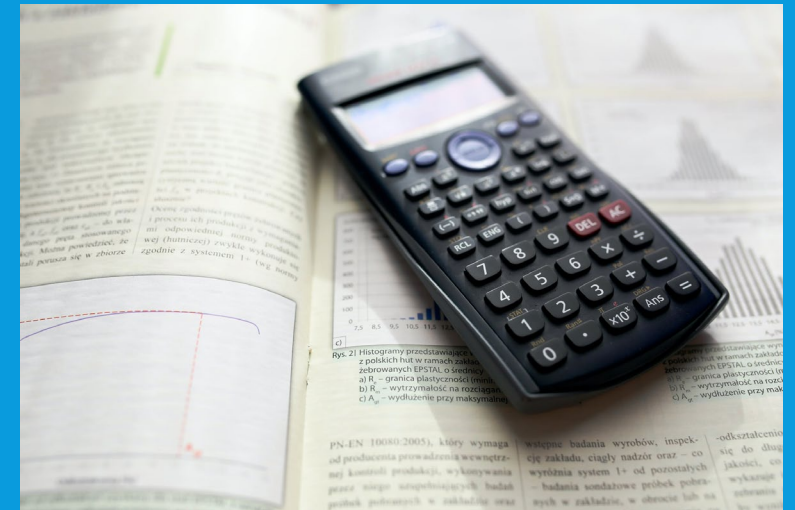
PRESENTATION OVERVIEW

- Test-Optional Admissions Pilots
- Changes to State Regents' policies
- Changes to State Regents' policies under consideration
- Q & A

TEST-OPTIONAL ADMISSIONS PILOTS

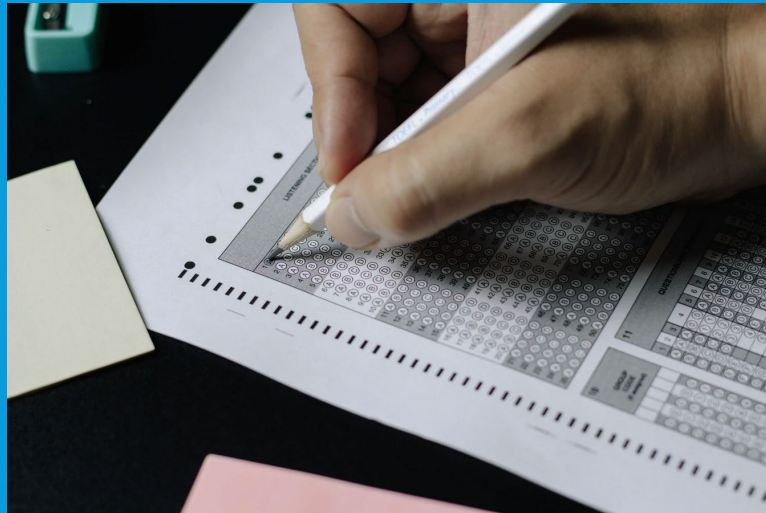
TEST OPTIONAL ADMISSION PILOTS

- 11 institutions total
 - OU + 10 pilot programs
 - Pilot programs to begin fall 2021
 - Pilots will last for five years
 - Annual reporting to the State Regents
 - May result in changes to the *Institutional Admission and Retention* policy



TEST OPTIONAL ADMISSION PILOTS

- Each institution was approved as a unique pilot program
- May affect both admission and course placement
- May apply to concurrent enrollment



CHANGES TO STATE REGENTS' POLICIES

COVID-19 Guidance for Oklahoma State Regents for Higher Education Academic Affairs Policy (Chapter 3)

APPROVED BY THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION ON FEBRUARY 25, 2021

State Regents Academic Affairs policies specified in Chapter 3 of the Oklahoma State Regents *Policy and Procedures Manual* remain in effect. However, as institutions respond to the needs of students during this crisis, some modifications to limit negative impacts on students may be necessary.

Effective March 15, 2020 with the Governor’s emergency declaration for all 77 counties, and until further notice, higher education institutions in the State System are empowered to comply with the spirit of the Academic Affairs policy manual and Procedures Handbook while allowing appropriate flexibility to ensure mitigation of any negative impacts to students and their academic progression due to the COVID-19 crisis. Any action taken by a State System institution that is not in strict compliance with policy and deviates from the specific guidance provided must 1) be consistent with the spirit of the policy, 2) must not be a blatant circumvention of policy, and 3) must be reported to the State Regents monthly until return to regular operations as determined by the Chancellor. State Regents staff will provide a template for such reporting and will assist with questions regarding reporting. This guidance may be updated and modified in response to the ongoing COVID-19 crisis.

Due to the COVID-19 issues impacting all students and higher education institutions in Oklahoma, some broad policy issues are addressed through the following guidance:

GRADING

Since grading will have implications for progression/graduation, major degree requirements, scholarships, graduate admission, etc., please consider the following:

1. **Encourage faculty to assign letter grades as planned for the 2020-2021 and 2021-2022 academic years.**
2. For a specified period of time following the posting of grades, provide students the option to elect to change a letter grade for course in the 2020-2021 and 2021-2022 academic years to S/U or P/NP. The window of time for students to make this election may be determined at the discretion of the institution.
3. Discourage W or WF grade assignments as much as possible. If necessary, a policy exception will be made by the State Regents for the semester deadlines during the

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FOLLOWING AGENCY

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You can finish your degree. **your way.**

COVID-19 CAMPUS RESOURCES

As the coordinating board for public higher education, the Oklahoma State Regents for Higher Education is sharing resources available to the higher education community to assist college and university leadership as they consider potential courses of action in concert with each campus governing board.

OSRHE will continue to update this page with new information and resources as they become available.

Note: The State Regents have provided links to several related websites and hope that they are helpful. However, the State Regents cannot accept responsibility for the accuracy or content of those pages or guarantee full access to those pages.

- [Oklahoma Higher Education \(Campus\) Response to COVID-19 \(last updated 2/5/21\) \(PDF, 526k\)](#)
- [State System COVID-19 FAQs \(PDF, 169k\)](#)
- [Academic Policy Guidance – COVID-19 \(PDF, 80k\)](#)
- [OSRHE Academic Affairs and Student Services Inquiries – Who Can Help? \(PDF, 108k\)](#)
- [Virtual Town Hall Meeting \(featuring Chancellor Glen D. Johnson and Tulsa Community College President Leigh Goodson\)](#)

- [Environmental Protection Agency \(EPA\) Region 6 Disinfection Letter and Flyer to Colleges and Universities \(PDF, 158k\)](#)
- [The White House Coronavirus Task Force Recommendations for College Students \(external PDF\)](#)
- [Centers for Disease Control \(CDC\): Handouts and posters related to COVID-19 and guidance for how higher ed institutions should prepare and respond](#)
- [Campus reopening guidance from the American College Health Association \(ACHA\)](#)
- [CARES Act Information for Higher Education](#)
- [Internet resources for Oklahoma residents during public health emergency](#)
- [Oklahoma State Department of Health \(OSDH\): General and higher-ed specific information](#)
- [Official federal government COVID-19 information/resources](#)
- [American Association of State Colleges and Universities \(AASCU\): Updates about COVID-19 relief packages, USDE guidance for IHEs and COVID-19's possible effect on the college-going rate](#)
- [U.S. Department of Education student loan information](#)
- [Oklahoma Department of Mental Health and Substance Abuse Services \(ODMHSAS\): Compilation of state and national mental health resources](#)
- [Federal law enforcement agencies: Resources regarding criminals taking advantage of the crisis](#)
- [Southern Regional Education Board \(SREB\): Resource page for](#)

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[Institutional Listings \(PDF, 24k\)](#)

[Institution Presidents](#)

[Legislation/Administrative Rules](#)

[Report of the Task Force on the Future of Higher Education \(PDF, 5m\)](#)

[Annual Report](#)

[Budget](#)

[Campus Safety and Security Task Force](#)

[Complete College America](#)

[Degrees of Progress Newsletter](#)

[Higher Education Chief Information Officer](#)

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No State Regents policies have been updated since the October 2020 OACRAO meeting...

...but April will be a busy State Regents meeting!

POLICY CHANGES UNDER CONSIDERATION

SLATED FOR THE APRIL 15 STATE REGENTS MEETING

- In-state/Out-of-state Status of Enrolled Students (Approval)
- Accreditation-related policies (Posting, May approval)
- Academic Programs (Approval)
- Concurrent Enrollment—Service Areas (Approval)
- Concurrent Enrollment—Early College High School Programs (Posting, May approval)
- Institutional Admission and Retention (Posting, May approval)



IMPORTANT DISCLAIMER

These policy revisions are currently under consideration by the State Regents. No policy change will be implemented until approved by the State Regents. Institutions should not update their own policies until State Regents' policies have been revised.

IN-STATE/OUT-OF-STATE STATUS OF ENROLLED STUDENTS POLICY

- Applies to students receiving VA Education Benefits
- To conform with recent changes to federal law
 - Eliminates the three year period in which a student must enroll to receive in-state tuition
 - State Regents policy allowed five years
- No time limit on enrollment from time of separation from service

Policy Section	Summary of Proposed Revisions
3.18.7.B Uniformed Services and Other Military Service/Training-- Discharged or Released from Active Uniformed Service (Regardless of the Home of Record)	Removes time limit for students to be classified as in-state if they receive VA education benefits.

3.18.7—In-state/Out-of-state Status of Enrolled Students— Uniform Service and Other Military Service/Training

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; ~~less than five (5) years before the date of enrollment in the course(s) concerned;~~ 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; ~~and~~
 - b. ~~enrolls in the course(s) concerned within five (5) years of the date the related person was discharged or released from a period of not fewer than ninety (90) days of active duty uniformed services; or~~
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.

ACCREDITATION-RELATED POLICIES

- 3.1 Institutional Accreditation and State Authorization
- 3.2 Functions of Public Institutions
- 3.6 Contractual Arrangements Between Higher Education Institutions and Other Entities
- 3.11 Undergraduate Transfer and Articulation
- 3.19 Academic Calendars
- 3.21 Teacher Education
- 3.25 University Center of Southern Oklahoma

ACCREDITATION-RELATED POLICIES

- Most important portions of policy changes
 - Redefines “Accreditation” and “Accredited” as used in State Regents’ policy
 - Changes how State System institutions can accept transfer credit from accredited institutions

Institutional Accreditation and State Authorization policy	
3.1.2 Definitions	Updates the definition of “Accreditation” to remove references to regional and national accreditation.
3.1.3 State System Institutions	Clarifies that State System institutions must be accredited by the Higher Learning Commission.
3.1.4 Private Institutions and Out-of-State Public Institutions	Removes references to regional and national accreditation in the section listing requirements for private and public out-of-state institutions to operate in Oklahoma. Adds a requirement that private and public out-of-state institutions submit a records disposition plan in the event of a closure as part of the state authorization process and requires notification to the State Regents if the plan is updated.
Functions of Public Institutions policy	
3.2.8 Branch Campuses	Removes language mentioning regional accreditation and replaces it with “institutional” accreditation.
3.2.11 OSU-Tulsa Operating Policy	Removes language mentioning regional accreditation and replaces it with “institutional” accreditation.
Contractual Arrangements Between Higher Education Institutions and Other Entities policy	
3.6.2 Definitions	Updates the definitions of “Accredited” and “Unaccredited” to remove obsolete language and to be consistent with the Institutional Accreditation and State Authorization policy.
Undergraduate Transfer and Articulation policy	
3.11.2 Definitions	Updates the definition of “Accreditation” to remove obsolete language and to be consistent with the Institutional Accreditation and State Authorization policy. Deletes definitions of “National Accrediting Agency,” “Regional Accrediting Agency,” and “State Accrediting Agency.”
3.11.3 Admission of Transfer Students from Degree-granting Institutions	Affirms that transcripts from HLC-accredited institutions will be given full value. Deletes obsolete language related to regional and national accreditation. Gives State System institutions flexibility to determine how transfer credit from non-HLC accredited institutions is accepted. Requires State System institutions to publish policies and procedures related to how transfer credit is reviewed.
Academic Calendars policy	
3.19.5 State Regents’ Policies, Academic Standards, and Program Support	Deletes obsolete language related to the North Central Association of Colleges and Schools, which was formerly the parent organization of the HLC.
Teacher Education policy	
3.21.3 Criteria for Admission to Teacher Education Programs	Deletes obsolete language related to regional and national accreditation.
University Center of Southern Oklahoma policy	
3.25.5 State Regents’ Policies, Academic Standards, and Program Support	Deletes obsolete language related to the North Central Association of Colleges and Schools, which was formerly the parent organization of the HLC.

ACCREDITATION-RELATED POLICIES

- 3.1 State Authorization and Accreditation
 - “Accreditation” is the status of public recognition that an organization ~~a national or regional accrediting agency~~, 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 ~~agency's~~ standards and requirements.
 - Requires State System institutions to maintain accreditation through the Higher Learning Commission
 - There will not be options for institutions to switch accreditors as the former regional accreditors expand their geographic scope

ACCREDITATION-RELATED POLICIES

- 3.11 Undergraduate Transfer and Articulation
 - Updates the definition of “Accreditation” to remove obsolete language and to be consistent with the Institutional Accreditation and State Authorization policy.
 - Deletes definitions of “National Accrediting Agency,” “Regional Accrediting Agency,” and “State Accrediting Agency.”
 - Affirms that transcripts from HLC-accredited institutions will be given full value.
 - Deletes obsolete language related to regional and national accreditation.
 - Gives State System institutions flexibility to determine how transfer credit from non-HLC accredited institutions is accepted. Requires State System institutions to publish policies and procedures related to how transfer credit is reviewed.

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

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

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

1. Transcripts of record from colleges and universities accredited by the HLC ~~or other regional associations~~ will be given full value.
 - a. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.
 - b. Each undergraduate applicant must have made satisfactory progress (an average grade of "C" or better or meet this policy's current retention standards, whichever is higher) in the institution from which the applicant plans to transfer.
2. Transcripts of record from degree-granting institutions accredited by organizations other than the HLC and recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education ~~a national association~~ 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 ~~by a regional or national association~~ may be accepted in transfer when appropriate to the student's degree program and when the receiving institution has had an opportunity to validate the courses or programs.
 - a. Each undergraduate applicant must meet the conditions of 1.a and 1.b above.
 - b. Each undergraduate applicant who meets 1.a and 1.b above will also be required to validate the transferred credit by successful completion (an average of "C" or better) of 12 or more semester credit hours at the awarding institution.

ACADEMIC PROGRAMS

3.4.1 – Purpose	No changes.
3.4.2 – Definitions	Addition of a definition for pre-requisite and updated definition of reverse transfer to better clarify practice.
3.4.3. – Instructional Programs and Courses	Non-substantive changes to better represent Level III nomenclature and to clarify that institutional governing board approval is required for programmatic requests.
3.4.4 – Program Request Procedures	No changes.
3.4.5 – New Program Request Criteria	Addition of language to ensure transparency in all course requirements for completion of a degree. Also, clarified requirements for embedded certificates

ACADEMIC PROGRAMS

- 3.4.2 Definitions

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

- 3.4.5 New Program Request Criteria

- 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.

CONCURRENT ENROLLMENT—SERVICE AREAS

3.10.6.A.2. Off- Campus Service Areas

- New section to specify when shared geographic service areas between two-year and four-year institutions, that the institution geographically closer will serve the local high school with concurrent enrollment services at their approved tuition waiver reimbursement rates.
- New section to allow high schools closer to a 2-year institution to 1) invite a 4-year institution to provide concurrent enrollment services with the 4-year institution to be reimbursed at the 2-year tuition waiver reimbursement rate and 2) the ability of the high school and institution to create agreements to fund the remainder of 4-year tuition waiver reimbursement rate.

CONCURRENT ENROLLMENT—SERVICE AREAS

- 3.10.6 Off Campus Concurrent Enrollment
 - 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.

CONCURRENT ENROLLMENT—EARLY COLLEGE HIGH SCHOOL PROGRAMS



3.10.2 Definitions

Creates a definition of “Early College Programs.”

3.10.7 Early College Programs

Creates requirements for ECHS programs, including Targeted Admissions Design, Program Design and Benefit to Students, Student Support, and Cost of Participation.

3.10.8 Reporting

Creates reporting requirements for State System institutions with ECHS programs.

CONCURRENT ENROLLMENT—EARLY COLLEGE HIGH SCHOOL PROGRAMS

- 3.10.2 Definitions
 - “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.
- 3.10.8 Reporting
 - 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.

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.

INSTITUTIONAL ADMISSION AND RETENTION

3.9.2 Definitions	<p>Updated the number of earned hours for a student eligible for Academic Notice from “30 or fewer” to “fewer than 30” to clarify that academic notice is intended for freshmen students.</p> <p>Fixed a typographical error in the definition of Basic Academic Skills.</p>
3.9.3 Admission of First-Time Freshmen: Curricular Requirements	<p>Revised the allowable two additional high school units for admission into undergraduate programs. This proposed revision would eliminate the restriction on using applied fine arts AP courses in this category, adds high school psychology and sociology as allowable courses, and adds any liberal arts and science course taken through concurrent enrollment that is not already being used to fulfill another category to the list of acceptable courses.</p> <p>Eliminates language implying that only community colleges are authorized to offer AA and AS programs.</p> <p>Eliminates vague language related to applied high school courses.</p>
3.9.4 Admission of First-Time Freshmen: Performance Requirements	<p>Clarifies language regarding which regional universities are authorized to offer associate’s degrees.</p>
3.9.8 Retention Standards	<p>Updates language related to Academic Notice to be consistent with the updated definition in section 3.9.2.</p>

INSTITUTIONAL ADMISSION AND RETENTION

- 3.9.2 Definitions

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



INSTITUTIONAL ADMISSION AND RETENTION

Units (Years)	Course Areas
4	English (grammar, composition, literature; should include an integrated writing component)
3	Lab Science (Biology, chemistry, physics or any lab science certified by the school district; General science with or without a lab may not be used to meet this requirement.)
3	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability (must have completed geometry and Algebra II), calculus, Advanced Placement statistics)
3	History and Citizenship Skills (including one unit of American history and two additional units from the subjects of history, economics, geography, government, non-Western culture)
2	Additional units of subjects previously listed or selected from: computer science, foreign language, or any Advanced Placement course, <u>except applied courses in fine arts psychology, sociology, or any liberal arts and sciences course (as defined in the Undergraduate Degree Requirements policy) taken via concurrent enrollment at a State System institution that is not being utilized to fulfill any area previously listed.</u>
15	Total Required Units

Q & A

Can you clarify how we are to evaluate transcripts for non-regionally accredited institutions? Do we have to take every course, is it course-by-course basis, or can we only accept courses in subject areas we offer (like with PLA)? Do we treat them like PLA or like regular transcripts?

ACE recently went to a new format with their electronic transcripts where it is sent to individuals on campus rather than through one of the recognized transcript services. We are uncomfortable with this format. How can we be assured they are authentic when emailed directly from the student instead of from ACE to the school? We wouldn't allow other students to email us a transcript and call it official. Is there any guidance on this?

There were conversations about changing the definition of a transfer student to allow for HS students to take more than 7 hours the summer immediately following HS graduation without having to be reclassified as a transfer student and jeopardizing their freshman classification and scholarships. Has that conversation progressed or can we get a status update?

How will the new Math Pathways impact curricular review of incoming high school students?

CONTACT ME

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