



**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

Improving our future by degrees

**CHAPTER 3
ACADEMIC AFFAIRS POLICY**

As of December 7, 2023

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3.1 INSTITUTIONAL ACCREDITATION AND STATE AUTHORIZATION

3.1.1 Purpose

A. Basis of Authorization

The Oklahoma Higher Education Code states:

1. “Any person or 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 institutions 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.” ([70 O.S. §4103\(B\)](#)).
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\(C\)](#)).

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 State System Institutions

State System institutions shall maintain accreditation either individually or jointly with one or more public institutions by the Higher Learning Commission (HLC). For information purposes, public institutions will provide OSRHE’s Vice Chancellor for Academic and Student Affairs with electronic copies of self-study reports and final evaluation reports in a timely manner.

3.1.3 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 institutionally accredited by an agency recognized by the Secretary of the 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.
2. Be authorized by the State Regents. Upon receiving an institution's application for authorization to operate as a degree-granting institution in the State of Oklahoma, OSRHE staff shall review the application to determine if the institution satisfies the criteria detailed in this section.

B. Physical Presence

The following activities constitute a physical presence for a private institution or out-of-state public institution.

1. The private or out-of-state public institution offers college-level credit in the state that leads to an academic degree using one or more of the following methods constituting presence:
 - 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 instructional purposes that comprise more than two (2) class periods equivalent to six (6) hours; or
 - c. Providing a short course or seminar with 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 a catalog, upon request, and make an electronic version of the catalog accessible on the institution's website. At a minimum, the catalog shall include the following:
 - a. A general institutional admission policy as well as specialized admission policies for specific programs;

- b. The normal time to completion 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;
 - f. A disclosure statement noting the transferability of credit awarded by the institution is at the discretion of the receiving institution; and
 - g. A description of the institution or program level accreditation and its state, federal, tribal approval or other specific licensing.
2. 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 OSRHE staff.
 3. Disclose accurate information regarding its accreditation status, as detailed in section 3.1.4.
 4. Not use fraud or misrepresentation in advertising or publications, as detailed in section 3.1.4.
 5. Establish a clearly understood and published student complaint process as detailed in section 3.1.5.
 6. If an imminent closure or loss of institutional accreditation occurs, the institution shall adhere to policy 3.1.6.
 7. Develop and submit a plan to the State Regents for the disposition of academic records if an institutional or campus closure occurs.

D. Enrollment Agreement

Prior to accepting payment, a private institution or out-of-state public institution shall provide the student an enrollment agreement that explicitly details the obligations of the institution and the student 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. Upon completing the enrollment agreement, the student shall receive a paper and/or electronic copy and the private institution or out-of-state public institution shall retain the original paper and/or electronic 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 separate itemized costs for tuition, fees, instructional materials, and 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

A private institution or out-of-state public institution shall provide the Chancellor:

1. 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 vice versa;
2. Notice of offering a program at a new location within Oklahoma;
3. Notice of offering a new program;
4. 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;
5. 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;

6. 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;
7. Notice of appointing a new institutional director; and
8. 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 this section (3.1.3). When OSRHE staff recommend an institution's authorization be denied, revoked, or non-renewed, the institution's due process rights will be governed and limited by [75 O.S. § 314](#). Those provisions of the Oklahoma Administrative Procedures Act pertaining to individual proceedings, [75 O.S. § 309](#) 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) calendar days from the receipt of the final OSRHE 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 does object to the staff report, the Chancellor will appoint 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 - Informal Hearing

The review panel will schedule a timely, informal hearing at which the institution's objections to the OSRHE staff report will be fully considered. The institution and State Regents may both submit any documentation deemed relevant to the panel, in addition to calling/questioning witnesses at the hearing. Formal rules of evidence shall not, however, apply.

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 fifteen (15) calendar days after 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 to the panel 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, 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 brief 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.

3.1.4 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. The 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.

3.1.5 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 in other student informational documents and will provide enrolled and prospective students 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 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.

3.1.6 Loss of Institutional Accreditation or Closure.

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 (10) calendar days of action taken against an institution. Institutions that face imminent loss of accreditation will arrange formal teach-out agreements with surrounding institutions in coordination with the State Regents' office. Arrangements for loss of accreditation or closure should also include student notification (present and former students), processes for addressing issues relating to degree or course completion before the school closes, and detailed plans (including contact information and location and maintenance of the records) regarding issuing official transcripts and release of records. Additionally, specific procedures regarding the accrediting agencies' procedures and obligations under Title IV of the Higher Education Act will be followed.

3.2 FUNCTIONS OF PUBLIC INSTITUTIONS

3.2.1 Purpose

The Constitution of Oklahoma (Article XIII-A, Section 2) directs the State Regents to determine the functions and courses of study in each of the institutions of the State System. There are currently 25 institutions in the State System, including 2 research universities, 2 statewide universities, 9 regional universities, and 12 community colleges.

3.2.2 Common Functions

- A. Participate in programs of economic and community development independently or in cooperation with public and private entities.
- B. Provide general education for all students.
- C. Provide micro-credentials, certificates, and degrees to prepare individuals to enter the labor market.
- D. Responsibility for institutional and applied research in those areas related closely to their programs of study and effectiveness of operation.
- E. Responsibility for public service in the geographic regions in which they are located.
- F. Provide formal and informal programs designed to serve Oklahomans with continuing education and professional enhancement opportunities.
- G. Provide developmental education for students who lack required high school academic requirements for college admission or competency in the basic academic skills areas.
- H. Perform other special programmatic activities as authorized by the State Regents.

3.2.3 Research Universities

University of Oklahoma (OU)
Oklahoma State University (OSU)

The functions of the 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 any field of advanced learning leading to all degree levels, including terminal degrees.
- C. All aspects, fields, and depths of research.
- D. Carry out programs and projects on a statewide, national, and international scale.

3.2.4 Statewide Universities

Langston University (LU): As explained in [70 O.S. § 4666](#), Langston University has a statewide plan and mission due to its “historical significance and future potential.”

University of Science and Arts of Oklahoma (USAO): USAO has a special function as the state’s public liberal arts and sciences college.

Functions include:

- A. LU offers associate level degree programs.
- B. Both lower-division and upper-division undergraduate study fields leading to the baccalaureate degree.
- C. Programs leading toward professional master's and doctoral degrees when appropriate to the institution's strengths and the needs of the state.

3.2.5 Regional Universities

Cameron University (CU)
 East Central University (ECU)
 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)

The functions of the 9 regional universities include:

- A. OPSU, SWOSU, CU, and RSU offer associate level degree programs.
- B. Both lower-division and upper-division undergraduate study fields leading to the baccalaureate degree.
- C. Programs leading toward the first-professional master's and doctoral degrees when appropriate to an institution's strengths and the needs of the state.

3.2.6 Community Colleges

Carl Albert State College (CASC)
 Connors State College (CSC)
 Eastern Oklahoma State College (EOSC)
 Murray State College (MSC)
 Northeastern Oklahoma A&M College (NEOAMC)
 Northern Oklahoma College (NOC)
 Oklahoma City Community College (OCCC)
 Redlands Community College (RCC)
 Rose State College (RSC)
 Seminole State College (SSC)
 Tulsa Community College (TCC)
 Western Oklahoma State College (WOSC)

The functions of the 12 public community colleges include:

- A. The Common Functions applicable to all State System institutions.
- B. Provide one- and two-year programs of technical and occupational education to prepare individuals to enter the labor market.

3.2.7 Exceptions to Functions of Public Institutions

Exceptions to functions and associated degree programs may be considered by the State Regents for very unique and specific purposes, such as unmet workforce needs that cannot be achieved any other way or through collaboration. All requests must be approved by the governing board prior to consideration by the State

Regents. Institutions seeking exceptions to functions must 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 3.4 *Academic Program Approval* policy and procedures. Each institution is allowed only one functional exception. To request additional exceptions, the institution must apply for a complete change of function and demonstrate that their initial exception has been successful.

3.2.8 Change of Function

In exceptional instances, a full institutional reclassification may be considered by the State Regents. As defined in [70 O.S. § 3208](#), all functions and courses of study of State System institutions shall stand as they now are until changed with the approval or by order of the State Regents. Institutions seeking a full reclassification must provide a proposal and impact study to the State Regents. Institutions must receive approval from the State Regents before starting a function change impact study. Once the proposal and impact study are received by OSRHE staff, the documents will be presented at the next State Regents' Board meeting to provide public notice. Proposing and any affected institutions will then have an opportunity at the following State Regents' Board meeting to present their arguments and briefs in support of or in opposition to any such proposed change. The State Regents' encourage institutions to resolve differences before the public hearing.

3.2.9 Constituent Agencies ([70 O.S. § 3103](#))

OU Health Sciences Center
OU Law Center
OU Geological Survey
OU-Tulsa
OSU College of Veterinary Medicine
OSU College of Osteopathic Medicine
OSU Agricultural Experiment Station
OSU Agricultural Extension Division
OSU Center for Health Sciences ([70 O.S. § 3423](#))
OSU-Oklahoma City (OSU-OKC)
OSU Institute of Technology (OSUIT)

The functions of OSU's two technical constituent agencies (OSU-OKC and OSUIT) include:

- A. Provide lower division education in several fields of technical study and Associate in Science degree programs.
- B. Offer bachelor in technology degree programs as authorized by the State Regents that build on Associate in Applied Science programs and enhance workforce preparation.
- C. Provide certificates and undergraduate technical and occupational educational degree programs, such as 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.
- D. Evaluate opportunities for providing technical education, service and/or training consistent with the statewide technical mission of these constituent agencies.

3.2.10 Branch Campuses

The Oklahoma Legislature has created the following branch campuses:

CASC-Sallisaw ([70 O.S. § 4423.1\(A\)](#))
CSC-Muskogee ([70 O.S. § 3405.1\(B\)](#))
CU-Duncan ([70 O.S. § 3404.3](#))
EOSC-McAlester ([70 O.S. § 3511.1](#))
LU-Tulsa ([70 O.S. § 4667](#))
MSC at Ardmore ([70 O.S. § 3213](#))
NOC-Enid ([70 O.S. § 3707](#))
NSU-Broken Arrow and Muskogee ([70 O.S. §§ 4668](#) and [3405.1\(C\)](#))
NWOSU-Woodward and Enid ([70 O.S. §§ 3517.1](#) and [3517.2](#))
OSU-Tulsa ([70 O.S. § 4662](#))
RSU-Bartlesville and Pryor ([70 O.S. § 4669](#))
SEOSU-McCurtain County ([70 O.S. § 3514.1](#))
SWOSU-Sayre ([70 O.S. § 4428](#))
OU College of Medicine-Tulsa ([70 O.S. § 3312](#))

A. Branch campuses should:

1. Assess the community's higher education needs.
2. Provide courses and programs that are part of the institution's assigned functions within limits of available resources.
3. Offer community services through programs of continuing education and public service.
4. Provide concurrent enrollment opportunities for area high school students.
5. Coordinate and facilitate the delivery of courses and programs from other institutionally accredited colleges and universities.

B. Branch Campus Individual Functions

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 this section.

The following branch campuses have site-specific functions:

EOSC-McAlester ([70 O.S. § 3511.1](#))
LU-Tulsa ([70 O.S. § 4667](#))
NSU- Broken Arrow ([70 O.S. § 4668](#))
NSU-Muskogee ([70 O.S. § 3405.1\(C\)](#))
NWOSU-Enid ([70 O.S. § 3517.2](#))
NOC-Enid ([70 O.S. § 3707](#))
OSU-Tulsa ([70 O.S. § 4662](#))
MSC at Ardmore ([70 O.S. § 3213](#))

3.3 FUNCTION OF RESEARCH IN THE STATE SYSTEM

3.3.1 Purpose

This policy guides 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 at State System Institutions

State System institutions conduct research appropriate to their missions and functions to: improve instruction in the various academic disciplines, lead to greater efficiency and effectiveness in both academic and non-instructional aspects of their internal operations, and expand knowledge and develop new technologies to the benefit of students and society. State System institutions may engage in internally financed research and/or externally financed contract research (via grants and contracts) that enhances the above-stated academic functions.

3.3.3 State Regents

The State Regents conduct research with regard to 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 institutions.

3.3.4 External Grant Acquisition Policy and Procedures

In order to establish and maintain effective internal control over externally funded awards, the following grant policy outlines procedures related to the administration of proposals, awards, and funded programs through the State Regents.

A. Federal Awards and Compliance with Uniform Guidance

All grants representing federal funds received and distributed by the State Regents will be processed in accordance with the U.S. Office of Management of Budget (OMB) “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” (also known as “Uniform Guidance” or “2 CFR 200”). Accordingly, all individuals involved with the administration and conduct of federally sponsored award activities, including central and departmental sponsored project administrators, principal investigators, subrecipients, and other research personnel, must comply with the federal and state policies that guide the submission, processing, and management of federal grants.

B. State Regents’ Internal Approval

All State Regents’ external grant funding requests to federal, state, or private funding sources must be approved by the Chancellor before submission. The Chancellor is authorized to develop internal procedures for approval prior to submission to the Chancellor for final approval. Determinations will be made based on the proposal abstract and final budget in accordance with agency approval processes.

C. State Regents’ Authorized Official Representative

The State Regents’ authorized official representative (AOR) for requesting and receiving grant funds is the Chancellor. The Chancellor may designate a professional staff position as an AOR for submitting federal grant

proposals, grant revisions, and grant renewals. This position may designate other staff as needed or as required by the funding agency. Any member of the State Regents' staff preparing to submit a grant must meet with the appropriate AOR at least 30 days prior to the planned submission date to discuss a timeline for final review and submission.

D. Public Disclosure of an Awarded Grant's Policies and Procedures

For each federally funded grant award received by the State Regents, the grant award program director or principal investigator will provide a set of policies and procedures specific to the grant program in writing to the State Regents' designated AOR and publicly on the State Regents' website with grant program information. The policies and procedures shall follow the guidelines in the awarded proposal, the contract and/or statement of work from the funder, and the Uniform Guidelines.

E. Integrity

Integrity is the obligation of all who engage in the acquisition, application, and dissemination of knowledge, regardless of funding source. This duty is shared by all State Regents' employees. The duty to safeguard academic research integrity in all grant projects funded through or administered by the State Regents' office includes but is not limited to the following:

1. Promulgating and enforcing standards for the responsible conduct of research and other forms of scholarship;
2. Reporting potential instances of misconduct;
3. Examining allegations of misconduct;
4. Imposing sanctions or corrective action when appropriate;
5. Recognizing and addressing financial conflicts of interest;
6. Providing information for identifying and addressing perceived, potential, and actual conflicts of interest in research and grant-funded projects; and
7. Protecting human subjects who participate in federally funded research from risks through the review of an Institutional Review Board (IRB) set up in accordance with the Title 45 of the US Department of Health and Human Services Code of Federal Regulations, also known as 45 CFR 46. The grant award program director or principal investigator is responsible for securing IRB approval for grant activities that fall under the Common Rule (45 CFR 46 Subpart A).

F. State Regents' Records and Data

For federal grants, records requirements will adhere to the approved records retention requirements and schedule. A copy of the grant retention schedule may be obtained by contacting the State Regents' grant or records management staff.

All research records and research data will remain the property of the State Regents unless the State Regents agree to a funder's requirement for the records and/or data to be owned by another person or entity. Sharing of

records and/or data will be in accordance with State Regents' goals and objectives for the specific project, best practices, and funder requirements.

G. Monitoring State Regents' Grant Awards and Subawards

Any grant award or subaward made by the State Regents that includes federal funding will be monitored by State Regents' staff as outlined in the Memorandum of Understanding or contract provided to the awardee. Awardees are responsible for following State Regents' monitoring requirements as well as Uniform Grant Guidance 2 CFR 200. Awardees that do not adhere to this guidance may be subject to corrective action.

H. State Regents' Grant Training

All State Regents' grant staff will be provided mandatory grant training as needed, organized by the Coordinator of Grant Writing or other designated staff. Training may be in person or delivered in an acceptable online format.

3.4 ACADEMIC PROGRAM APPROVAL

3.4.1 Purpose

The State Regents recognize the primary role of institutional faculty, administrators, and governing boards in initiating and recommending needed changes in educational programs. Institutional faculty are 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 resources and priorities. The State Regents provide the system perspective and consider the need for each new program request. The State Regents ensure that requests and mandates are applied consistently.

3.4.2 Instructional Programs and Courses

Instructional programs that result in the awarding of a degree require State Regents' approval. Minors, micro-credentials and embedded certificates 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. For 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

Aggregation of courses that culminate in the awarding of an academic degree and defines the overarching degree designation. 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

Aggregation of courses that appear in the institutional catalog or on the student's diploma that specifically defines the academic degree designation. These may vary greatly from institution to institution and include, but are not limited to: Certificate, Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, 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 defines the discipline area and may be referred to as the major. Examples include: Horticulture, English, Physical Science, Cybersecurity Technology, Secondary Education, and Engineering.

4. Level IV

Aggregations of courses under an umbrella degree program (Level III) that reflect an area of study within a larger discipline, as listed in the States Regents' inventory of degree programs as options, appears in the institutional catalog, and may be listed on the student's diploma. These courses will usually share a common core of related required courses or credit hours (approximately 50 percent) exclusive of general education, as well as having objectives consistent with the objectives of the Level III program. For example, a Bachelor of Business Administration in Business might have the following Level IV options: Finance, Management, Accounting, Information Systems, and General Business; 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 State Regents. Substantive changes in program require approval from the institutional governing board and the Chancellor and ratification by the State Regents.

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.

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.

The institution's President must notify OSRHE staff when a program is being suspended. While suspended, the program may not be advertised, no students may be recruited or admitted to the program, and the program will not be listed in the institutional catalog. Suspended programs will be noted in the State Regents Program Inventory and not displayed on the website. The institution's President must notify OSRHE staff prior to reinstating a suspended program, so that the State Regents Program Inventory can be updated.

D. Uniform Course Numbering

Pursuant to [70 O.S. § 3206.1](#), 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.

3.4.3 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

1. New Program Requests

The institutional President or designee must submit a Letter of Intent ("LOI") to initiate a new program to OSRHE staff, using the approved submission form.

OSRHE staff will then distribute the LOI as a notice to the other institutional Presidents and Chief Academic Officers. The institutions will have 14 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions and/or protest.

2. Letter of Intent Protests

a. A protest must be made by a State System institutional President, or if delegated, by the Chief Academic Officer.

b. If a protest is received in the allowable timeframe, the requesting institution and protesting institution will be asked to work with senior OSRHE staff to mediate. Mediation must take place within 30 calendar days, or longer if mutually agreed, of the receipt of the protest. If mediation fails or is not scheduled in the timeframe, the protest will be considered by the Chair of the State Regents Academic Affairs Committee to determine if the requesting institution should develop a full proposal, collaborate with another institution, or discontinue efforts toward that program.

c. Protests cannot be made from an institution within the same governing board system as the institution submitting the program. Protests from the same governing board system should be resolved before submitting the LOI to the State Regents.

d. Protests will only be considered based on:

- i. Unnecessary duplication; or
- ii. Workforce demand; or
- iii. Student needs in the state.

Personal grievances about the program or faculty will not be considered.

The LOI 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.

3. Contents of the Letter of Intent:

a. Official degree designation and name of the program as it will

appear on the transcript.

- b. A short description of the program.
- c. A summary of the market demand.
- d. A short narrative on how the program addresses an unmet need in the state.
- e. Indication of the locations or campuses where the program will be offered and the delivery method.

B. Governing Board Approval

The institutional governing board does not need to approve the LOI prior to submission to the State Regents. The institutional governing board must approve the program request prior to OSRHE staff formally submitting the program proposal to the Chancellor for the State Regents' consideration.

C. Submission of a New Program Proposal

A New Program Proposal ("NPP") must be submitted to OSRHE staff and signed by the institution's President, using the approved submission form. The NPP 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.

OSRHE staff will then distribute the NPP as a notice to all State System institutional Presidents and Chief Academic Officers. The institutions will have 14 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions or protest.

Program requests must be completed using the provided Academic Program Request form on the State Regents' website, which contains the following required sections:

- 1. Description of the program
- 2. Demand for the Program
- 3. Unnecessary Duplication
- 4. Program Review and Assessment Plan
- 5. Indication of modalities
- 6. Location

D. Program Proposal Protests:

- 1. A protest must be made by a State System institutional President, or if delegated, by the Chief Academic Officer.
- 2. If a protest is received in the allowable timeframe, the requesting institution and protesting institution will be asked to work with senior OSRHE staff to mediate. Mediation must take place within 30 calendar days, or longer if mutually agreed, of the receipt of the protest. If mediation fails or is not scheduled in the timeframe, the protest will be considered at the next State Regents Academic Affairs Committee meeting to determine if the proposal can be considered for approval.

3. Protests may not be made by an institution within the same governing board system as the institution submitting the program. Protests in these cases should be resolved at the governing board level before being submitted to the State Regents.
4. Protests will only be considered based on:
 - a. Unnecessary duplication; or
 - b. Workforce demand; or
 - c. Student needs in the state.

Personal grievances about the program or faculty will not be considered.

E. State Regents' Staff Review of the Program Request

1. OSRHE staff will review the institution's program request and 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 subject to specific criteria that must be met in order for the program to continue beyond a specified date; or
 - d. Approve the program without qualification.

If the State Regents defer or disapprove the program, the institution may resubmit a program proposal for reconsideration at a future date.

2. Institutions must notify OSRHE staff of new certificates, in a timely manner, so they may be added to the official degree inventory.

3.4.4 New Programs Request Criteria

A. Demand for the Program

The institution should demonstrate demand for the program.

1. Student Demand

Evidence of student demand should be adequate to expect a reasonable level of enrollments and degree production.
2. Employer Demand

Evidence of employer demand shall be provided. Such evidence may include employer surveys, labor market analyses, and future workforce projections.

B. Unnecessary Duplication

Preventing and eliminating unnecessary program duplication is a 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 a new program.

Where appropriate, technology will be used to reduce or eliminate duplication of effort and use existing resources more efficiently.

Normally, proposed programs in undergraduate core areas 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 shall 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 necessary. 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 how the new program will meet student demand not being served by existing programs.

b. Employer Demand

Present evidence demonstrating how the new program will meet employer demand not being served by existing programs.

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

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

C. Program Review and Assessment

The institution must provide program evaluation procedures, which may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate, and review of enrollment data and graduation data.

3.4.5 Micro-credential or Digital Badge

Institutions may create and issue micro-credentials for completing a specific set of activities and/or courses or digital badges to represent a student's completion of a

micro-credential, certificate or degree. Institutions wanting to include a micro-credential on the statewide inventory must adhere to the following process:

A. Micro-Credential Authorization

Institutions seeking to participate in the micro-credentials and digital badges statewide inventory must first be authorized as having met the State Regent quality criteria listed in the Academic Affairs Procedures Handbook.

B. New Micro-Credential Process

An institution that has been authorized to participate in the State Regent micro-credential or digital badge inventory will notify OSRHE staff of new micro-credentials or digital badges to be added to the inventory using the approved online form.

3.5 INTENSIVE ENGLISH PROGRAM APPROVAL AND REVIEW

3.5.1 Purpose

The State Regents' Institutional Admission and Retention and Undergraduate Transfer and Articulation policies require 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), International English Language Testing System (IELTS), the PTE Academic, or the iTEP Academic 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) recognized by the State Regents, with at least two-thirds of the 12 weeks of instruction at the advanced level. This policy specifies the program accreditation standard and reporting requirements.

3.5.2 IEP Requirement

IEP programs must be accredited, or working toward accreditation, by the Commission on English Language Program Accreditation (CEA) or the Accrediting Council for Continuing Education & Training (ACCET). Institutions must provide timely communication about all changes to their accreditation status to the State Regents' staff.

3.6 COOPERATIVE AGREEMENTS BETWEEN HIGHER EDUCATION INSTITUTIONS AND OTHER ENTITIES

3.6.1 Purpose

The purpose of Cooperative Agreements 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 when the agreement results in the awarding of academic credit toward an academic credential.

3.6.2 Requirements of a Cooperative Agreement

A State System institution may engage in a cooperative agreement when the agreement:

- A. Is executed by the president or designee and their counterparts in the related entity;
- B. Establishes the responsibilities of the institution and the related entity regarding elements of the agreement;
- C. Includes courses or programs consistent with the institution's mission and approved function; and
- D. Identifies courses by source and method on the transcript.

Executed cooperative agreements should be sent to OSRHE staff for record keeping.

3.6.3 Methods of Cooperative Agreements

Institutions may award credit toward academic credential requirements through one of the following approved pathways.

A. Contractual Arrangements

A Contractual Arrangement is a partnership between higher education institutions and other entities. The elements of the contract shall include, but are not limited to, the following:

- 1. The institution shall employ appropriately qualified full-time faculty to provide direct control over the academic credit offered in a contractual arrangement. The institution will also designate a full-time staff member to act as a liaison and provide oversight of the contractual arrangement.
- 2. A Memorandum of Understanding (MOU) between the two parties in the agreement shall be created. The MOU shall detail the expectations, obligations, and responsibilities of both the parties. A senior level administrator with the appropriate signing authority from each party will sign the MOU and each party shall retain a copy of the MOU for record keeping purposes.

B. Articulation Agreement

An articulation agreement between two or more institutions should include, but is not limited to, the following elements:

- 3. Identification of participating institutions: The agreement should clearly identify the participating institutions, including the names of

the institutions and their respective academic departments.

4. Admission requirements: The agreement should outline the admission requirements for students who wish to transfer from one university to the other. This may include specific course requirements, GPA requirements, and other criteria.
5. Transfer policies: The agreement should specify which courses, programs, or credentials of value will transfer between the participating institutions and how those courses, programs or credentials will be credited towards the student's academic credential program at the receiving institution.
6. Academic program requirements: The agreement should outline the specific requirements for completing an academic program at the receiving institution, including any prerequisite courses, required coursework, and minimum GPA requirements.
7. Timeline for transfer: The agreement should provide a clear timeline for when students may transfer between the participating institutions and any specific deadlines for submitting applications and supporting documents.
8. Financial aid and scholarships: The agreement should address any financial aid or scholarship opportunities that may be available to transfer students and provide information about the application process and eligibility requirements.

C. State-wide Agreements

State Regents reserve the right to create state-wide articulation agreements.

3.7 ACADEMIC PROGRAM REVIEW

3.7.1 Purpose

OSRHE will systematically review all academic programs and determine the extent to which those programs are achieving their intended outcomes.

The results of institutions' review of educational programs in connection with this policy will be used at the campus level to make determinations about the quality and efficiency of instructional programs. The program reviews may also be used to assist the State Regents in decision making.

Program reviews may be consolidated up to their major fields of study.

3.7.2 Program Review Standards

The review will encompass all levels of degree programs. All degree programs in the State System are scheduled for review on a five-year cycle unless the institution's Chief Academic Officer requests an alternative cycle based on the unique needs of a program.

Programs that are independently accredited may submit their program accreditation documents to fulfill the policy requirement for program review. These documents should be electronically sent to OSRHE staff in a timely manner.

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.

3.7.3 Program Review Criteria

Analysis and assessment of program reviews should be determined from an institutional perspective using the Program Review Criteria or external accreditation standard 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.

These reviews should support but not duplicate Higher Learning Commission (HLC) standards. Reviews created for the HLC may be submitted as supplemental material.

The minimum 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.

A. 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, academic resources, 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. The 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.

If the program is delivered in an online modality, the documentation should include distance education quality standards listed in State Regents' Policy 3.17.

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. If available, information about employment or advanced studies of graduates of the program over the past five years.

f. 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 an early program review is warranted.

5. The State Regents hold the authority to assess current programs with the aim of evaluating their pertinence, caliber, and necessity at any time.

3.7.4 Low Productivity Review Process

Annual reports on low producing programs (excluding the exceptions above) that do not meet the minimum productivity standards listed in this policy will be identified and reported to the institutions for further analysis by the institution. Institutions may ask for exceptions under the conditions listed below. Programs identified for low productivity must be reviewed within one year of State Regents' notification of the required review.

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. These programs may be maintained at an institution if acceptable justifications are made. Exceptions for low productivity will be considered on the basis of adequate data and narrative to support the rationale to allow an exception to productivity requirements and other exceptions as noted below:

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, (e.g., Math, English, etc.).
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., Native American Studies).
6. Data Discrepancies or Data Interpretations.
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 this policy.

3.7.5 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 use the Program Review Form available of the OSRHE website. Programs with external accreditation can submit their self-assessments digitally instead of using the Program Review Form. If there's a significant risk of losing the accreditation, the institution must provide the site team's report, any notices from the accrediting organization, and proof that the governing board has been informed.

A. State Regents' Review and Action

Upon review of the self-study or other program materials the staff may request additional information and will provide an annual summary of low producing programs to the State Regents.

B. Conducting the Review Process

Each institution will conduct program review processes and modify internal procedures to improve program review process effectiveness.

3.8 CHANGES IN ACADEMIC STRUCTURE AND NOMENCLATURE

3.8.1 Purpose

The State Regents need to be aware of changes made in academic structure and nomenclature at State System institutions.

3.8.2 Guidelines

After obtaining governing board approval, institutions in the State System shall submit notifications of changes in academic structure and nomenclature to the OSRHE staff for record keeping. The organizational chart submitted for the purpose of fulfilling [62 O.S. § 34.42](#) can be used to meet this reporting requirement, so long as the chart includes academic departments, schools, colleges, and divisions. The following are examples of proposed changes for which institutions must provide notice to the State Regents:

- A. The creation of a new instructional unit (department, school, college, etc.).
- 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, such as the upgrading of a department to the status of a school or college.

3.9 INSTITUTIONAL ADMISSION AND RETENTION

3.9.1 Purpose

Admission to all associate and baccalaureate programs must conform to the following standards.

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

3.9.2 Admission of First-Time Freshmen: Curricular Requirements

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

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

Units (Years)	Course Areas
4	English (grammar, composition, literature; should include an integrated writing component)
3	Lab Science (Biology, chemistry, physics or any lab science certified by the school district; General science with or without a lab may not be used to meet this requirement.)
3	Mathematics (from algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus, 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, 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.

[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. 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 that fits within one of the legislatively defined college preparatory/work ready curricular subject areas, but is not explicitly detailed therein, State Regents' approval shall be required. Additional information regarding the course review process may be found in the *Academic Affairs Procedures Handbook*.

B. Curricular Deficiencies

Institutions may admit students with curricular deficiencies utilizing the alternative admission category. Institutions must provide the means to satisfy curricular deficiencies within 24 college level hours attempted and are strongly encouraged to use supplemental instruction strategies.

3.9.3 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. ACT or SAT assessments may be used as described in the option 1 standards listed below.

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 score may be used for the purposes of admissions. The University of Oklahoma (OU) and Oklahoma State University (OSU) are 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 calculated as detailed in the State Regents' Grading policy. Honors courses and other more rigorous coursework may be used in the admission evaluation. The procedure for

using this course work should be documented and approved by the institution’s president. 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. First-time entering students must also meet entry-level requirements before enrolling in college-level courses.

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

University of Oklahoma (OU)
Oklahoma State University (OSU)

May use a holistic admissions process or grant admission to 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 3.9.2 of this policy; and
3. meets one of 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.

Option 1: Standardized Tests	ACT or SAT	Top 33.3%
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
Option 3: High School Performance B	High School GPA in State Regents' Required 17-Unit Core	Top 33.3%

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

Langston University (LU)
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 3.9.2 of this policy; and
3. meets the following criteria is eligible for admission to any of the Statewide institutions in the State System using a combination of standardized test scores, high school GPA (all courses), GPA (Regent 17-Unit core), and/or class rank. Statewide Institutions may set standards appropriate to their mission and the students they serve. These standards must be approved by the institution’s president, filed

with OSRHE staff, clearly communicated on appropriate publications and websites, and consistently applied to all applicants.

Langston University 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.

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

Cameron University (CU)
East Central University (ECU)
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)

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 3.9.2 of this policy; and
3. meets the following criteria is eligible for admission to any of the regional institutions in the State System using a combination of standardized test scores, high school GPA (all courses), GPA (Regent 17-Unit core), and/or class rank. Regional Institutions may set standards appropriate to their mission and the students they serve. These standards must be approved by the institution's president, filed with OSRHE staff, clearly communicated on appropriate publications and websites, and consistently applied to all applicants.

The five regional institutions offering associate degrees are: OPSU, CU, RSU, , 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.

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

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

Northern Oklahoma College (NOC)
Oklahoma City Community College (OCCC)
Redlands Community College (RCC)
Rose State College (RSC)
Seminole State College (SSC)
Tulsa Community College (TCC)
Western Oklahoma State College (WOSC)
OSU Oklahoma City (OSU-OKC)
OSU Institute of Technology (OSUIT)

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

Any individual who:

- g. 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; and
- h. has met the curricular requirements as set forth in part 3.9.2 of this policy.

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

Any individual who 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.

3.9.4 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 3.9.3 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another college or university.

A. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in this policy, 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 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 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 as defined in State Regents policy 3.5.

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.

B. 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"), the International English Language Testing System ("IELTS"), the PTE Academic, or the iTEP Academic Examinations.

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 of instruction.
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 language of instruction.
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 those situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Exceptions must be appropriately documented and reported to the State Regents annually.

Institutions may set higher minimum scores on the TOEFL, IELTS, the PTE Academic, or the iTEP Academic Examinations for both undergraduate and graduate students.

C. Undergraduate Transfer Students

*See 3.9.9 subsection C for details concerning Non-native speakers of English student transfer procedures.

3.9.5 Special Admission

Students admitted must meet curricular standards as defined in section 3.9.2 and must meet the high school performance criteria as defined in section 3.9.3. 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 12 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 12 credit-hour limit on an individual student basis. Exceptions may be made only for non-degree-seeking students who meet the retention standards and must be appropriately documented.

B. Alternative Admission

Institutions may admit students who have not 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 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.

The alternative admission opportunities should be equitably used and 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 to scholarship athletes. Waivers shall be at the discretion of the institutions President or their designee.

C. Adult Admission

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.

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 an accrediting agency recognized by the USDE 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 for admission to the institution the student wishes to attend as set forth in section 3.9.3 above. Institutions are 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 president or the president's designee may allow exceptions for GED recipients on an individual student basis. Any exceptions will be appropriately documented.
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 demonstrate the probability of success in college level work may apply for full enrollment at a college or university in the State System. The college or university President or designee 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. Bridge Program

1. Student Admission Requirements

The primary purpose of the program is to provide an opportunity for recent high school graduates who are not college ready to show they can complete college level courses. Applicants for the Bridge 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.
- c. Participate in assessment for placement purposes.

2. The admission decision will be made by the appropriate institutional officials based on the applicant's academic performance, potential for success, and/or the unique mission of the program. Institutions may limit enrollment into their Provisional Programs to Oklahoma residents only.

G. The admission and retention standards for transfer students are detailed within the State Regents' *Undergraduate Transfer and Articulation* policy.

3.9.6 Retention Standards

Students on academic notice shall be required as a condition for continued enrollment to participate in special academic support services. These programs should be available to all students who feel participation will enhance their

academic performance and success. Students on academic notice may have additional limits on their academic load, as defined in policy 3.13.3

A. GPA Requirements

All students must maintain a 2.0 GPA for the duration of the college experience with the exception of freshmen on freshman academic notice. 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

The GPA is calculated as detailed in the State Regents' *Grading* policy.

Any student not maintaining satisfactory progress toward the academic objective above will be placed on academic notice for one semester. At the end of that semester, the student must have a semester GPA of 2.0 in order to continue as a student. Students not meeting the 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. While enrolled in these 15-credit hours of course work, 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. The institution's president or designee may make exceptions on a case by case basis.

C. Academic Suspension Appeals

Institutions have the discretion to establish an academic suspension appeals procedure. Procedures should allow appropriate discretion in deserving cases.

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.

E. Reinstatement of Suspended Students at System Institutions

Institutions may develop a special admission procedure 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 admission would be provisional. Institutions admitting these students should provide the appropriate academic services to facilitate their success.

3.9.7 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, but are not required to limit, granting admission based on the following non-academic criteria:

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 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.

3.9.8 Additional Program Admission Standards

Additional standards exist for the following professional programs, see the State Regents' *Professional Programs* policy.

There are additional admission standards for teacher education programs, see the State Regents' *Teacher Education* policy.

3.9.9 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 at 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) at 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 USDE 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.

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 USDE 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.

Students 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 Students on Academic Notice

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 provisional 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 provisionally and must maintain a 2.0 GPA average each semester while on academic notice or raise their GPA to the designated level, as detailed in the State Regents' *Institutional Admission and Retention* policy. Any transfer student on academic notice with curricular deficiencies must remove the deficiencies within the first 12 hours of enrollment. Additionally, it is expected that institutions will provide the appropriate academic support services to assist such students in achieving academic success.

3.9.10 Higher Standards

Standards for the admission of students as stated above are considered minimum. Institutions may request higher standards.

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

5. Evaluation

Approved or renewed programs must submit report on program outcomes as outlined in the State Regents' *Academic Affairs Procedures Handbook*.

B. Procedures for Approval, Denial, Revocation, Nonrenewal and Continuation of Approval

- 1. State Regents' approval is required as follows:
 - a. For the addition of any new early college program.
 - b. For any substantial change to an existing early college program.
 - c. For the renewal of any existing program prior to the expiration of approval term of up to five years.
- 2. The approval to operate an early college program may be denied, revoked, or non-renewed when an institution fails to meet or comply with any portion of the Concurrent Enrollment policy. The following procedures will apply specifically to denial, revocation, or nonrenewal.
 - d. If an approved Early College program is determined to be out of compliance with the Concurrent Enrollment policy or with the parameters approved by the State Regents for the program, State Regents' staff will collaborate with the institution to return the program to a state of compliance. Institutions must be given a reasonable opportunity to comply with the Concurrent Enrollment policy and approved program parameters before the State Regents take any action regarding a denial, revocation, or non-renewal. If the institution and State Regents' staff are unable to reach

consensus on the program's state of compliance, the State Regents may take action to determine the future status of the program.

e. State Regents' Action

The State Regents, after considering any reports submitted by the institution, the State Regents' staff report, and any other pertinent information pertaining to the early college program, will take appropriate action on the institution's application. The State Regents' consideration of these matters and action taken thereon will be final.

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.

3.11 UNDERGRADUATE TRANSFER AND ARTICULATION OF COURSES

3.11.1 Purpose

This policy facilitates the transfer of students between and among community colleges, career technology centers, and universities to ensure maximum transfer of credit hours and course work for students, and improve degree completion.

3.11.2 Transfer of Courses Within the State System from Degree-granting Institutions

State System institutions may determine course equivalencies through various methods, including articulation agreements, institutional evaluation of individual courses, credit for prior learning as defined in the State Regents' *Credit for Prior Learning* policy, as well as through the Course Equivalency Project. The following guidelines for transfer of students among institutions have been adopted for the State System.

- A. 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 of discipline or course content exists with courses specified as part of general education at the receiving institution, provided there is an appropriate correspondence of disciplinary study.
- B. Programs with additional licensure or separate accreditation standards may require transfer students to take additional general education courses to meet those requirements.
- C. It is the responsibility of the transferring institution to provide adequate advising to enable a student to complete during the freshman and sophomore years those lower-division courses that are published prerequisites to pursuit of junior level courses of his or her chosen major.
- 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, provided 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 there is an appropriate correspondence between the associate degree and the baccalaureate degree being sought.
- E. 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 the 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 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.

- F. Courses offered at the freshman or sophomore (1000 or 2000) level at baccalaureate degree-recommending institutions may be offered at a community college provided the courses are included in the community college's approved instructional program.
- G. 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 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 for these students in upper division coursework.
- H. Each baccalaureate degree granting institution shall list and update the requirements for each program leading to the baccalaureate degree and shall publicize those 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 the student has had continuous enrollment in the State System as defined in the official college or university publications.
- I. 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 is maintained online and updated annually by the State Regents.
- J. 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.
- K. 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 HLC accredited 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.
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.

3.11.3 Transfer of Courses 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:

- A. Transcripts of record from colleges and universities accredited by the HLC will be given full value.
 1. Each undergraduate applicant must be in good standing in the institution from which the applicant plans to transfer.
 2. 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) at the institution from which the applicant plans to transfer.
- B. 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.
 1. Each applicant must meet the conditions of A.1 and A.2. above.
- C. 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.
 1. Each undergraduate applicant must meet the conditions of A.1 and A.2 above.
 2. Each undergraduate applicant who meets A.1 and A.2 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.
- D. Non-native Speakers of English

Transfer students who are non-native speakers of English must:

1. Meet the same transfer admission standards as outlined in 3.11.3 subsection A or B, dependent upon their educational background: or
2. Have attended a college or university where English is the primary teaching language in a country where English is a primary language and 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 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 as defined in State Regents policy 3.5.

3.11.4 Transfer of Courses from Oklahoma Technology Centers Through the Statewide Articulation Agreement

State System institutions may accept transfer credit from Oklahoma technology centers using a Cooperative Agreement, as defined in State Regent policy 3.6.

3.12 GRADING

3.12.1 Purpose

This policy establishes a uniform system of grading for State System institutions. 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 institutions shall conform to the definitions of grading terms and the academic forgiveness provision related to repeated courses. Institutions may choose to offer academic reprieve or academic renewal under the guidelines specified in this policy.

3.12.2 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. 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 grade neutral and indicate 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., § 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.

3.12.3 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.

3.12.4 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. Repeated Courses

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

Undergraduate students are limited to three attempts in the identical course to improve their grade. All 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 highest grade earned is used in the calculation of the GPA. If most recent repeated course was graded as pass-fail, then the pass-fail grade is used and none of the previous letter grades apply. There is no limit to the number of times students can retake a course to achieve a sufficiently high grade to satisfy degree or program requirements.

B. 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. 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;

2. 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;
3. The student must petition for consideration of academic reprieve according to institutional policy; and
4. 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.

C. 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 three years must have elapsed between the last semester being renewed and the renewal request or shorter time period as approved by the institution’s Chief Academic Officer;
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.

3.12.5 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 and 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.

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 outside 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 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 the number of semester-credit-hours that is 50 percent greater than the total number of weeks in the applicable academic term (i.e., a maximum of 24 credit hours in a 16-week semester, or 12 credit hours in an 8-week semester). 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.

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

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 Authorization for Conferral of Degrees

Institutions shall confer only those degrees and other forms 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.

3.14.3 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. Diplomas awarded shall bear the names of officers of the State Regents serving in the current fiscal year, and the chancellor.
- B. 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.

3.14.4 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.

3.14.5 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 degrees. Honorary degrees must be approved by the institution's president and notification be sent to OSRHE staff for record keeping.

- A. An institution shall confer honorary degrees only at the highest level for which it is authorized to award earned degrees.
- B. Any 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.

- C. Institutions may confer a number of honorary degrees not to exceed five during any fiscal year. During any five-year period, the number of honorary degrees awarded 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.
- D. Institutions shall not confer honorary degrees upon any faculty member, administrator, or other official associated with the institution until those individuals have been separated from the institution for two or more academic semesters.
- E. Institutions shall not confer honorary degrees upon individuals currently serving in an Oklahoma political positions.
- 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. Honorary degrees may be revoked by the Board of the institution granting the degree.

3.14.6 Posthumous Degrees

Institutions in the State System are authorized to confer posthumous degrees. Such degrees shall generally be unearned, non-academic degrees recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased having completed at least two-thirds of their academic degree. Decisions to confer a posthumous degree must be made by the institution's president and notification be sent to OSRHE staff for record keeping.

3.14.7 Other Awards

Awards given for completion of short courses, non-credit offerings, micro-credentials, basic education courses, or other experiences need not be submitted

for State Regents' approval, but should be submitted to the State Regent Staff for record keeping using the UDS system.

3.15 UNDERGRADUATE DEGREE REQUIREMENTS

3.15.1 Purpose

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

3.15.2 Standards of Education for Completion of the Associate in Arts (AA) and Associate in Science (AS) Degrees

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

- A. 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.
- B. 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:
 - 1. English Composition 6 hours
 - 2. U.S. History and U.S. Government 6 hours
(Fulfilled by a U.S. History and a U.S. Government course. Each of these courses should be general in nature. Specialized courses do not satisfy the intent of the general education.)
 - 3. Science 6 hours
(one course must be a laboratory science)
 - 4. Humanities 6 hours
(Chosen from non-performance courses.)
 - 5. Mathematics 3 hours
 - 6. Guided elective 3 hours
(Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art music drama)
 - 7. Additional liberal arts and sciences courses as needed to meet the minimum total of 37 credit hours required in this policy.
- C. 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.
- D. Demonstrate successful completion of a course in one of the following areas at the high school or college level: computing systems, networking, programming, computer applications, desktop publishing, web design or cybersecurity.
- E. A minimum of 15 credit hours of coursework applied toward the associate degree shall be taken from the awarding institution.

3.15.3 Standards of Education for Completion of the Associate in Applied Science (AAS)

Degrees

- A. The minimum requirements for the AAS degree at any institution in the State System shall include the following:

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 and which shall include the following:

1. Communications 6 hours.

This must include two courses from one or more of the following three areas:

- f. a college-level communications course in general, applied technical writing or
- g. a course in English grammar and composition or
- h. a college-level oral communication course.

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

(Fulfilled by a U.S. History and a U.S. Government course, each of which is general in nature. Specialized courses do not satisfy the intent of the general education.)

3. General Education Electives 6 hours

- E. The completion of a minimum of 27 hours in a technical-occupational specialty.
- F. The completion of support and related courses if needed to total a minimum of 60 hours.
- G. The completion of 15 credit hours in residence at the awarding institution.

3.15.4 Standards for Awarding Baccalaureate Degrees

- A. The baccalaureate degree includes three components: general education which consolidates learning from broad fields of study, a major which includes specialized knowledge and skills of particular fields of study, and elective elements which allow students to explore various fields and ideas. The portion each component contributes to the whole degree varies by field of study.

- B. The minimum requirements for the baccalaureate degree at any institution in the State System shall include the following:

The completion of a basic general education core of a minimum of 40 semester credit hours shall include the following:

1. English Composition 6 hours

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

(Fulfilled by a U.S. History and a U.S. Government course, each of which is general in nature. Specialized courses do not satisfy the intent

of the general education.)

3. Science 6 hours.
(One course must be a laboratory science)
4. Humanities 6 hours.
(Chosen from non-performance courses. Courses defined as humanities by the institution granting the degree.)
5. Mathematics 3 hours.
6. Guided Electives 3 hours
(Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama))
7. Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours required in this policy.

C. Types of Baccalaureate Degrees

The State Regents recognize three types of baccalaureate degree designations: 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 type of 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.

D. 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. A minimum of 30 hours of resident credit applied toward the baccalaureate degree shall be taken at the awarding institution.
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.
4. 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.

5. The requirements and standards set forth in this policy statement should be considered minimum.
6. Demonstrate successful completion of a course in one of the following areas at the high school or college level: computing systems, networking, programming, computer applications, desktop publishing, web design or cybersecurity.
7. Each baccalaureate degree granting 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-granting 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 and all degree requirements, provided that the student has had continuous enrollment as defined in the official college or university publications.

E. 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

3.15.5 General Education Framework

A. General Education Outcomes

The following framework should be followed by each institution when developing or reviewing its general education program.

1. All institutions in the State System will require a general education component in each undergraduate degree program.
2. Faculty should provide the oversight for general education and each institution should regularly assess the effectiveness of its general education program.
3. Institutions should clearly and publicly articulate the purposes, content, and intended learning outcomes of the general education provided to students.
4. An institution's general education program should impart common knowledge and intellectual concepts that every educated person should possess.
5. Effective general education should help students gain competence in independent intellectual inquiry and stimulate the examination and understanding of personal, social, and civic engagement.

3.16 CREDIT FOR PRIOR LEARNING

3.16.1 Purpose

This policy sets standards to award credit earned outside an institution of higher education, usually through life experiences or other non-credit education.

3.16.2 Credit for Prior Learning Standards

- 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 approved by the institution's President or their designee.
- 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 for awarding credit for prior learning include, but are not limited to:
 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. Use of the systemwide assessment inventory of industry, technical, and other assessments associated with a Military MOS/Navy Rating/Air Force Specialty Code that have been evaluated for college credit. Evaluation of the student's military service school transcripts or training documents.
 3. The University of the State of New York's National College Credit Recommendation Service (CCRS).
 4. Standardized examinations (e.g., College Board Advanced Placement (AP), College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES), etc.).
 5. Degree-relevant credit for prior learning awarded and transcribed by other institutions accredited as degree-granting institutions.
 6. Assessment of individual student portfolios using Council for Adult and Experiential Learning (CAEL) or other standardized guidelines.
 7. Courses delivered on the main campus and transcribed by the Oklahoma School of Science and Mathematics (OSSM). OSSM offers a high-level curriculum delivered by faculty possessing graduate degrees in the content area of instruction and has highly competitive admission criteria. OSSM has a legislatively mandated statewide mission, and a legislatively prescribed board of trustees which requires scientists, mathematicians, and those who hold graduate degrees as members. Institutional faculty shall annually review and approve OSSM credit for prior learning. Each institution

shall provide information on its website specifying which courses have been reviewed for college credit. All other Oklahoma public and private high schools may use AP and concurrent enrollment opportunities, similar to the OSSM satellite campuses connected to a school district.

8. Higher-Level courses in the International Baccalaureate Organization Diploma Program.
 9. Institutionally prepared assessments developed by qualified faculty with content expertise.
 10. Use of the systemwide credit for prior learning technical assessment inventory of evaluated industry recognized, non-collegiate instruction programs, such as those for apprenticeships, certification, or professional licensure.
 - a. Apprenticeship: Apprenticeship is a combination of on-the-job training and related technical instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs may be sponsored by individual employers, joint employer and labor groups, and/or employer associations.
 - b. Certification: Certification (usually by a third-party industry group) is a designation that is obtained once the student is qualified to perform a particular task or job. Certification differs from licensure in that certification is an employment qualification and not a legal requirement for practicing a profession.
 - c. Professional Licensure: "Permission to practice" granted by a governmental entity. Licensure is a legal status. Professional licensure restricts practice of the profession to individuals who have met specific qualifications in education, professional experience, and/or have successfully passed an examination.
- D. Neither the ACT nor the SAT shall be used by State System institutions for awarding credit.
 - E. Credit awarded for prior learning may be applied to a degree program meeting the requirements of the institution conferring the degree.
 - F. Credit awarded for prior learning (number of semester hours and level) shall not exceed HLC standards and ACE recommendations.
 - G. 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.
 - H. The institutional procedures used to validate prior learning should be

objective to the extent that external evaluators would reach the same conclusion.

- I. 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 used 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.
- J. 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.
- 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.

3.16.3 Credit for Military Service

Each institution granting credit for military service pursuant to the Oklahoma Military Transfer Inventory (OMTI) for military service members shall follow the additional guidelines below.

- A. Institutions shall establish an internal approval process at all appropriate levels for evaluation of military training courses and/or military occupational specialties and skill levels.
- B. Institutions shall designate an appropriate person to submit articulations for specific military training courses and/or occupations and skill leveling into the OMTI using the following guidelines:
 - 1. Only those articulations that have been approved by the appropriate entities on campus should be submitted.
 - 2. Articulations entered for an institution should adhere to all institutional policies on CPL and Military CPL.
 - 3. Articulations should be reviewed on a regular schedule as determined by the institution.

3.16.4 Oversight and Evaluation

- A. As required by [70 O.S. § 3207.1\(C\)](#), institutions of higher education within The Oklahoma State System of Higher Education shall not require an Advanced Placement Exam score of more than three, except the requirement of an Advanced Placement Exam score of more than three shall be permitted for granting additional course credit for a lower division course or courses sequenced with the initial lower division course. Credit policy regarding all Advanced Placement Exams shall be posted on campus websites effective for the 2021-22 fall academic term and for each academic term thereafter. The institutions of higher education within The

Oklahoma State System of Higher Education shall conduct biennial reviews of their Advanced Placement credit policy. The Oklahoma State System of Higher Education shall report noncompliance by December 1 each year.

- B. It is the intent of the Legislature that in establishing the minimum required score on a College-Level Examination Program (CLEP) examination for granting course credit for a particular lower division course, institutions of higher education within The Oklahoma State System of Higher Education shall not require a score higher than the minimum score recommended by a nonprofit higher education association that makes recommendations on college-level equivalencies. Provided, however, the president of the institution may determine, based on evidence, that a higher score on the examination is necessary to indicate that a student is sufficiently prepared to be successful in a related, more advanced course for which the lower division course is a prerequisite. Institutions shall post on campus websites their CLEP examination policy effective for the 2023-2024 academic year and for each academic year thereafter.
- C. State Regent System Institutions may not require a CLEP score higher than the minimum score recommended by the ACE. The president or designee of the institution may determine that a higher score on the examination is necessary to indicate that a student is sufficiently prepared to be successful in a related, more advanced course for which the course is a prerequisite. Institutions must post their CLEP policies on their websites.
- D. Institutions will report all credit awarded for prior learning using the unitized data system.

3.17 DISTANCE EDUCATION AND TRADITIONAL OFF-CAMPUS COURSES AND PROGRAMS

3.17.1 Purpose

This policy establishes standards and procedures for offering distance education and traditional off-campus courses and programs and for the operation of designated learning sites.

3.17.2 Awarding of Credit

Credit awarded for the completion of online courses, simulations, and virtual laboratory experiences offered through distance education and traditional off-campus instruction is fully applicable toward the satisfaction of requirements for academic degrees, certificates, and micro-credentials consistent with State Regents' and institutional residence and degree requirements.

3.17.3 Standards for the Administration of Online Programs

The section applies to distance education and blended courses and programs ("DE"). 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; additionally, DE programs must meet quality standards:

A. Online Program Design

1. **Online Course Development.** Institutions must have defined standards for quality of online course design and offer instructional design support to faculty for the development or revision of courses which are consistent with the program's objectives, outcomes, or competencies and meet accessibility standards (Section 508 of the Rehabilitation Act, etc.).
2. **Advertising.** Institutions that advertise to recruit students must provide expectations for any required face-to-face, on-ground work (internships, specialized laboratory work), other services available, and professional licensure disclosures, etc.
3. **Equipment and software/tools.** Institutions offering courses or programs in the formats outlined in this policy shall provide students and faculty 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.

B. Online Teaching Support

1. **Faculty Development.** The institution shall provide training to both full and part-time faculty to ensure attainment of the technological

competency required for teaching at a distance and create professional development opportunities which are based on best practices in distance learning pedagogy.

2. Continuous Improvement. Institutions must have a process to collect, distribute, and use learner feedback to inform online course design and teaching.
3. Train faculty on copyright and intellectual property. Institutions must have policies in place that communicate copyright laws and fair use policies regarding the appropriate use of text, images, graphic materials, tables, videos, audios, and other protected works.

C. Online Learner Support

1. Learning resources. Students shall have access to facilities and learning materials (information resources, library, laboratories, equipment, etc.) on 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.
2. Student services. Students shall have access to direct and indirect 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.
3. 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.

D. Online Learner Success

Institutions shall make provisions for regular and substantive, synchronous or asynchronous interaction among learners, faculty, and learning content.

3.17.4 Copyright and Intellectual Property

Institutions must have policies in place that address the ownership of course materials and intellectual property rights.

3.17.5 Out-of-State Activity by Oklahoma Institutions

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

State System research universities are authorized to carry out programs and projects on a national and international scale, so long as the countries are not in a level 4 status, as defined by the [Department of State](#). Other

State System 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 Activity

A State System institution offering distance education to students residing out-of-state or conducting 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 above-noted.

3.17.6 State Authorization Reciprocity Agreement (SARA)

As authorized through [70 O.S. § 3206](#), the OSRHE is Oklahoma's SARA State Portal Entity (SPE), responsible for establishing and maintaining Oklahoma state membership in SARA, approving the participation of all Oklahoma degree-granting institutions, public and private, monitoring participating institutions' compliance with SARA standards and requirements, and removing institutions that do not comply from participation.

Additionally, the OSRHE accepts the oversight of the SPEs of other SARA member states, districts, and territories whose institutions offer distance education to students located in Oklahoma within the limits of and consistent with SARA policies and standards.

To establish and maintain participation in SARA, public and private Oklahoma institutions must submit annually a completed [SARA application form](#) to the OSRHE office, pay the associated application fees, and agree to operate according to the requirements in the application form and the [SARA Policy Manual](#). All references to the SARA Policy Manual or SARA policies refer to the most recent version approved by the NC-SARA Board. All references to the SARA application form refer to the application form the institution has most recently submitted to the OSRHE for approval.

A. Eligibility

1. All Institutions

In order to be eligible to participate in SARA, an institution must

- a. Be a degree-granting institution, awarding associate's degrees or higher;
- b. Be physically located in Oklahoma with its principal campus or central administrative unit domiciled in Oklahoma;
- c. Hold proper authorization from Congress, the state of Oklahoma, or a federally recognized Indian tribe to award degrees;
- d. Hold accreditation as a single entity from an accrediting agency recognized by the U.S. Department of Education (USDE) for the purposes of accrediting institutions, and whose scope of recognition, as specified by the USDE, includes distance education.

2. Financial Responsibility for Private Institutions

In addition to the above, to demonstrate financial responsibility sufficient for SARA participation, all private institutions must maintain SARA's minimum required federal financial responsibility index (CFI) score as detailed in the SARA Policy Manual. Institutions with a score below the minimum required by SARA are ineligible for SARA participation. For institutions owned and controlled by a parent entity, the relevant score will be that of the parent entity, as identified by the USDE. Score requirements may be found in the SARA Policy Manual.

Private institutions that do not participate in federal Title IV funding programs may demonstrate financial stability by submitting a comparable score that is:

- a. Calculated using the institution's (or institution's parent company's if appropriate) most recent audited financial statement;
- b. Calculated by a certified, independent accountant acceptable to the OSRHE; and
- c. Calculated using the methodology prescribed by the USDE for the institution type.

B. Participation

To maintain participation in SARA, institutions must maintain accreditation, compliance with federal regulations regarding distance education, and compliance with the standards and requirements provided in the SARA application form and the SARA Policy Manual.

C. Provisional Participation

Oklahoma institutions may be admitted or renewed for SARA participation on provisional status subject to the requirements and limitations described in the SARA Policy Manual. Additionally, institutions participating in SARA under provisional status will be subject to any additional oversight measures the OSRHE considers necessary to ensure SARA requirements are met regarding program quality, financial stability, and consumer protection.

D. Non-Compliance

If a participating institution falls out of compliance with the participation requirements described above, the OSRHE will take appropriate action. Appropriate action will depend on the extent and severity of the compliance issue and may include but is not limited to assisting the institution to regain full compliance, placing the institution on provisional status, or removing the institution from participation.

E. Removal from Participation

The OSRHE may remove institutions from participation at any time for loss of eligibility, violation of or non-compliance with SARA policies or the SARA renewal process, or the institution's voluntary request to withdraw.

1. Loss of Eligibility

Institutions that do not maintain compliance with all eligibility requirements throughout their period of participation will be removed from participation. Institutions that have been removed due to loss of eligibility may reapply for participation when they have regained compliance with requirements.

2. Violation of or Non-Compliance with SARA Policies

In the event of an alleged institutional violation of or non-compliance with SARA policies, the OSRHE will notify the institutional president of the allegations in writing and open an investigation. The institution(s), involved will supply to the OSRHE upon request all information relating to the alleged violation or non-compliance, including, if required, temporary access to specific distance education courses. At the conclusion of the investigation, the Chancellor will provide a SARA compliance report to the institution's president providing the findings of the investigation and the determination of the institution's SARA participation status. Determinations available may include but are not limited to:

a. Continued Participation

The institution may continue participation uninterrupted.

b. Provisional Status

The institution may continue participation under provisional status according to the SARA Policy Manual. The SARA compliance report provided to the institution's president will include information on actions the institution must take to regain compliance, how it may demonstrate compliance, and deadlines. If the institution does not regain full compliance within the period set by SARA policy, it will be removed from participation.

c. Removal or Non-renewal of Participation

The institution will be removed from SARA participation or not renewed.

An institution removed due to violation of or non-compliance with SARA policies may reapply for participation when the violation has been addressed and/or the institution has regained compliance, providing the institution meets the eligibility requirements.

3. Non-Compliance with the SARA Renewal Process

Institutions that do not submit a complete renewal application within 5 business days of their renewal date or fully comply with all renewal processes within 5 business days after expiration of their grace period will be subject to removal from participation. Such institutions may not reapply for participation until the end of the period of time specified in the SARA Policy Manual.

4. Voluntary Withdrawal

Institutions may voluntarily withdraw from participation at any time. Institutions that do so may not reapply for participation until the end of the period of time specified in the SARA Policy Manual.

5. Removal or Non-Renewal of Participation

Institutions that are removed from participation may no longer enroll additional students under SARA. Institutions may continue SARA operation for students enrolled under SARA at the time of the removal or non-renewal for 90 days from the date of removal or non-renewal, or until the students have completed work for that term, not to exceed six months from the date of removal or non-renewal.

F. Appeals

Institutions may appeal denial, non-renewal or removal of participation that is based on violation of or non-compliance with SARA policies. To initiate an appeal, the institutional president must submit to the Chancellor a written request that details the reason why the institution believes the basis of the denial, non-renewal or removal is unsubstantiated. To be considered, the request to appeal must be received by the Chancellor's office by the date specified in the SARA compliance report previously provided to the institution. On receipt, a process and schedule for review of the appeal will be established and communicated to the institutional president. During the appeal process the institution's status as SARA participating or non-participating will remain unchanged. When the

review is complete, the institutional president will be notified of the results in writing. The results of the appeal review will be final.

If the results of the appeal review uphold the determination of denial, non-renewal, or removal of participation, the institution may reapply for participation when the violation has been addressed and/or the institution has regained full compliance, providing the institution meets the eligibility requirements.

Institutions may not appeal denial, non-renewal, or removal based on failure to meet eligibility requirements.

G. Post SARA Activity

Oklahoma SARA participating institutions that have been removed or non-renewed from SARA participation must comply with all state authorization laws, regulations, requirements and/or policies of the state in which each out-of-state student is located.

H. Student Complaints

Students attending an institution under SARA policies that wish to lodge a complaint against the institution must pursue the complaint with the institution they are attending, including any appeals process, to the highest institutional administrative level available. If the complaint is still not resolved at the final conclusion of the institution's process, the student may proceed as follows:

1. Oklahoma Students Attending an Out-of-State Institution

For complaints not resolved at the institutional level, the student should contact the SPE of the institution's home state and follow its student complaint procedures. A list of the SPE contacts for each SARA member state can be found on the [NC-SARA website](#).

2. Out-of-State Students Attending an Oklahoma Institution

For complaints not resolved at the institutional level, the student should contact the OSRHE by following the student complaint procedures that can be found on the [Student Complaints](#) page of the OSRHE website.

I. 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.

3.17.7 Program Approval Procedures for Online Programs

A. Authorization to Offer Online Programs

Institutions that have not been approved to offer online programs are required to submit a request with supporting documentation that demonstrates the institution meets the standards in this policy. OSRHE staff will review the request. If the standards have not been met, the request will be returned with comments. Institutions may continue to improve their documentation and practices until they meet the standards.

- B. Program Request Procedures for Institutions with Authorization to Provide Online Programs
 - 1. Institutions must notify OSRHE staff when additional modalities are added to a program that has been previously approved by the State Regents.
 - 2. Institutions that wish to add a new program (does not already have a traditional program) that will be delivered online, must follow the State Regents' *3.4 Academic Program Approval* policy.

3.17.8 Off-Campus Geographic Service Areas

This section outlines requirements 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. State-Wide Universities

State-wide universities may offer their programs and courses consistent with their respective missions anywhere in the state.

D. Research Universities

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

E. Branch Campuses and Constituent Agencies

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

- F. 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.
- G. Historical Presence
Existing authorization for programs that have a historical presence in a service area other than in the assigned service area of the institution offering the program will be honored.
- H. University Center at Ponca City
Requests for traditional off campus courses in the proximity of the University Center at Ponca City shall be coordinated with the center.

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.

3.17.9 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](#), the State Regents are authorized "...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." 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.

3.17.10 Designation and Operation of Learning Sites

Among the factors that an institution will consider in deciding the designation and operation of learning sites are:

- 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.

3.17.11 Reporting

- A. Institutions will use the Unitized Data System (UDS) to annually report distance education and traditional off-campus courses to the State Regents.
- B. Copies of documentation of traditional off-campus GSA exception agreements will be provided to the State Regents' office prior to the offering of the course(s).
- C. Institutions will include an assessment of distance education quality standards listed in this policy in five-year program reviews, as defined in State Regent policy 3.7.

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

3.18.1 Purpose

This policy establishes criteria and guidelines to assist institutional officials in the classification of postsecondary students as in-state/out-of-state students in accordance with [70 O.S. § 3218.2](#), which authorizes the State Regents to set tuition and fees charged at public institutions.

3.18.2 Determination of Residency

As part of the admissions process, institutions are responsible for determining students' in-state/out-of-state status consistent with this policy.

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.

- 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 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). These 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 by this policy.
- 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 this policy.
- 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 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.

3.18.3 Dependent and Independent Persons

- A. The legal residence of a dependent person is the postsecondary student's parents or the residence of the parent who has legal custody or the parent with whom the student habitually resides. If the student is under the care of those other than the parents, the legal residence is that of the student's legal guardian.
- B. In-state/out-of-state classifications of postsecondary students with extenuating circumstances (e.g., divorced parents with joint custody when one parent or legal guardian lives out-of-state and/or claimed as a dependent on a tax return, etc.) may be considered on a case-by-case basis. Guidance for administrative officers charged with classifying students will be provided in the *Procedures Handbook*.
- C. A dependent person may establish independent person status through circumstances including, marriage, formal court action, abandonment by parents, etc. To qualify, a dependent person must have completely separated from the parental or guardian domicile and prove that the 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.

3.18.4 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.

3.18.5 Students Impacted by War

Students are eligible for in-state tuition who meet the criteria for Special Student Relief (SSR) established by the [US Department of Homeland Security](#); or have been given Temporary Protected Status (TPS) by the [US Citizenship and Immigration Services](#). The university Designated School Official (DSO) must provide a letter of verification to support SSR or TPS eligibility.

3.18.6 Undocumented Students

Pursuant to [70, O.S. § 3242](#) 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; and
- B. Resided in this state with a parent or legal guardian while attending classes at an Oklahoma public or private high school for at least two (2) years prior to graduation; and
- C. Satisfies admission standards for the institution. Students 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 the formal process, and
 3. If the student files an affidavit pursuant to subsection 2.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 the 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 all of 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.

3.18.7 Foreign Service Officers

A foreign service officer employed by the United States Department of State and enrolled in an Oklahoma State System institution of higher education is entitled to pay in-state tuition and fees if the person's home residency is Oklahoma, even if they permanently work aboard to fulfill their duties.

3.18.8 Uniformed Services and Other Military Service/Training

The following section is compliant with 38 U.S.C. § 3679(c) and [70 O.S. § 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) calendar 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) calendar 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 38 U.S.C. § 3319 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 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) calendar days of active duty uniformed service, and
 - b. is pursuing a course of education with educational assistance under Chapters 30, 33 or 35 of Title 38 of the United States Code.
2. Is a person who is entitled to assistance under 38 U.S.C. § 3319 by virtue of a relationship to a person who was discharged or released from a period of not fewer than ninety (90) calendar days of active duty uniformed services.
3. Is a person who 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)

A person, or dependent children or spouse of a person, who was discharged or released from a period of not fewer than ninety (90) calendar days of active uniformed service and for whom Oklahoma is the home of record shall be eligible for in-state status.

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) calendar 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, even if the scholarship has ended.

F. Oklahoma National Guard

A person who is a current member of the Oklahoma National Guard shall be eligible for in-state status.

G. To be eligible for in-state status as provided in this policy 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.
- H. 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. is discharged or released from active duty service;
 2. exceeds the five-year period after being discharged or released from active duty uniformed service;
 3. exhausts education assistance provided under Chapter 30, 31, 33 or 35 of Title 38 of the United States Code;
 4. exhausts education assistance provided under 38 U.S.C. § 3319; or

3.18.9 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 full-time employment capacity or until they independently establish in-state status as described in this policy.

A full-time professional practitioner or worker who is temporarily assigned to another location but maintains domicile in Oklahoma shall be considered to have in-state status along with the practitioner's spouse and dependent children.

3.19 ACADEMIC CALENDARS

3.19.1 Purpose

This policy establishes a uniform academic calendar for the State System.

3.19.2 Academic Calendar Standards

The traditional academic calendar for institutions in the State System consists of the fall, spring, and summer terms. Additional sessions like winter and summer mini sessions are also encouraged; however, reporting on these alternative sessions should roll into a traditional term.

- A. If semester-credit-hour is used by institutions in evaluating a student's educational attainment and progress it should be calculated as follows:
 - 1. One semester-hour of credit is normally awarded for completion of a course meeting for 800 instructional minutes, reference clock hours and credit hours 34 CFR 600.2 (i.e., 50 minutes per week for sixteen weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.
 - 2. 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 (i.e., 100 minutes per week for sixteen weeks).
 - 3. 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.
- B. 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.
- C. The drop period is during the first one-eighth of the duration of the course. Institutions may also allow students to add courses during this period or a designated shorter period. In either case, appropriate add/drop charges apply.
- D. 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.

3.19.3 Submission 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 to the Regents 6 months prior to the start of the academic year to which the proposed calendar applies.

3.19.4 Spring Break

[70 O.S. § 24-151](#) it is the intent of the Legislature that the State Superintendent of Public Instruction, the Director of the State Oklahoma Department of Vocational and Technical Education, and the Chancellor for Higher Education shall coordinate spring break dates for the public schools, area vocational-technical schools, and institutions within The Oklahoma State System of Higher Education.

- A. Spring Break will be the week that encompasses the third Wednesday of March, unless another week is mutually agreed to by the Superintendent of Public Instruction, the Director of the State Oklahoma Department of Vocational and Technical Education, and the Chancellor for Higher Education.

3.20 STUDENT ASSESSMENT PLAN

3.20.1 Purpose

This policy outlines the requirements to assure student learning through assessment and program improvement for all students including for students with curricular and fundamental academic skill gaps in the domains of English, mathematics, reading, and science to address these deficiencies within the State System.

3.20.2 Standards

A. Improvement of Teaching and Learning

To improve teaching and learning, each college and university shall assess students using criteria in line with the institutional programs and mission. Assessment will be consistent with the HLC Criteria for Accreditation and Core Components and consistent with State Regents' policy 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 included in the Academic Program Reviews, as defined in policy 3.7.

As institutions develop criteria and select assessment measures that demonstrate institutional effectiveness, each assessment should support the improvement of teaching and learning. Institutions should evaluate and document the validity and reliability of the assessments.

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. Supplemental Instruction

Certain disciplines, most notably English, mathematics, and science, build on requisite knowledge. College courses in those disciplines assume a student knowledge base gained in high school or other previous experiences. It is, therefore, imperative that students who are not college ready participate in supplemental instruction or receive comparable additional support. The support course placement eligibility criteria shall be detailed in the institution's assessment plan. Students who 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.

Any institution, that admits students who are assessed as being underprepared for college, must provide supplemental instruction and support to those students.

Supplemental instruction and support courses and services at all State System institutions shall be fully supported through student fees or external sources, such as foundation support or grants.

3.20.3 Course Placement Evaluation

Institutional assessment programs should include an evaluation of past academic performance. Student assessment results will be used in the placement and advisement process. Tracking systems for evaluation of institutional assessment programs must be in place and documented. The purpose is to validate that information from assessment and course completion is used to evaluate, innovate and strengthen programs to accelerate student achievement and development. The data collection activities must be clearly linked to instructional improvement efforts.

3.20.4 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 students' academic progress and learning competencies in areas such as communication, critical thinking, mathematics, reading, and writing.

3.20.5 Student Engagement and Satisfaction

To assess student perceptions, methods such as surveys and interviews can be employed. The data collected from these evaluations will be used to enhance the quality of programs and services offered.

3.20.6 Planning and Reporting

Every institution will maintain a current assessment plan that includes a minimum of the assessments required in this policy. The plan will be posted on the institution's website.

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 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 five performance criteria described below:

- A. Achieve a GPA of 2.75 or higher in all general education courses.
- B. Score at or above 22 on the American College Testing (ACT), an approved assessment of general knowledge, 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.
- 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. Possess a Baccalaureate degree from an institution recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education in the United States, and approved by the Oklahoma State Regents for Higher Education.

Graduates possessing a Baccalaureate degree from an accredited institution are exempt from taking the PRAXIS exam.

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 that have been shown to be related to success in teacher education programs.

3.21.3 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.

The course requirements listed below are mandatory for teacher education candidates. 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 Office of Educational Quality and Accountability (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 that 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. 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. Assessment for that 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 that competency may occur at any point in the teacher candidate's program through specified course work approved by OEQA and as may be required by the institution.
- H. State statutes with additional teacher preparation requirements.
 - 1. [70 O.S. § 1210.508F](#) (Reading competencies for teachers - training requirements).
 - 2. [70 O.S. § 6-185](#) (Competencies and methods to be incorporated into teacher preparation system).

3.21.4 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.

3.21.5 Guidelines for Participation on Induction Committees

The State Statute definitions and guidelines for Induction Committees are found in [70 O.S. § 6-182\(7\), \(9\), \(11\)](#) and [70 O.S. § 6-195](#).

3.22 OKLAHOMA TEACHER CONNECTION

The mission of the Oklahoma Teacher Connection (OTC) is to recruit, retain, and place teachers in public schools of the State of Oklahoma. The teacher recruitment program shall include the standards and activities as defined in [70 O.S. § 6-131](#):

- “1. Develop and implement programs to identify talented students and recruit those students and other persons into the teaching profession. Persons targeted for recruitment may include anyone eligible for lawful employment;
2. Develop and distribute materials that emphasize the importance of the teaching profession and inform individuals about state-funded loan forgiveness and tuition assistance programs;
3. Give priority to developing and implementing recruitment programs to address the areas of teacher shortage identified and the recommendations made in the educator supply-and-demand study as required by [Section 6-211 of Title 70](#) of the Oklahoma Statutes. The Department may use discretionary funds to carry out the provisions of this paragraph;
4. Encourage cooperation between the business community and school districts to develop recruitment programs designed to attract and retain capable teachers, including programs to provide summer employment opportunities for teachers; and
5. Encourage major education associations to cooperate in developing a long-range program promoting teaching as a prestigious, respected and desirable career and to assist in identifying local activities and resources that may be used to promote the teaching profession.”

3.23 INSTRUCTORS' ENGLISH PROFICIENCY

3.23.1 Purpose

[70 O.S. § 3224](#) provides 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 Exceptions

- A. Instruction of courses that are “[d]esigned to be taught predominantly in a foreign language.”
- B. “Elective, special arrangement courses such as individualized instruction and independent study courses.”

3.23.3 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 be 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.

3.23.4 Complaints ([70 O.S. § 3225](#))

Any student may file a complaint of violation of this act with the office of president of any publicly supported college or university in the State of Oklahoma. It shall be the duty of said president to inquire after such complaint and report said complaints and disposition to the State Regents annually.

3.24 PROFESSIONAL PROGRAMS

3.24.1 Purpose

This policy includes program requirements for programs which the State Regents require additional standards.

3.24.2 Professional program standards

A. OU Doctor of Medicine

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Liaison Committee for Medical Education (LCME) standards and will be outlined in the policies published in the OU College of Medicine policy manual and in the OU College of Medicine Student Handbook.

B. OU Doctor of Audiology

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Higher Learning Commission (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.

C. OU 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.

D. OU 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.

E. OU Doctor of Public Health

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Council of Education for Public Health (CEPH) standards and will be outlined in the policies published in the OU College of Public Health policy manual and in the OU College of Public Health Student Handbook.

F. OSU Doctor of Osteopathic Medicine

Admission, and grading, promotion and graduation standards will be determined by college faculty in accordance with the Commission on Osteopathic College Accreditation (COCA) standards and will be outlined in the policies published in the College of Allied Health policy manual and in the College of Osteopathic Medicine Student Handbook.

G. OU Doctor of Dental Surgery

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

1. 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.

- a. The applicant must present official transcripts from previous dental education;
- b. Present acceptable assessment of English language scores;
- c. Complete a comprehensive clinical skills assessment;
- d. Pass Part I of the National Board Dental Examination; and
- e. Interview.

Those who are conditionally admitted must successfully complete the following requirements below.

- a. General orientation;
- b. Pre-clinic orientation; and
- c. Clinical and didactic integration.

Students admitted into the advanced standing program shall be fully integrated into the third-year class and shall receive the same clinical education as all other students receiving the D.D.S. degree.

H. 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 OU College of Pharmacy policy manual and in the OU College of Pharmacy Student Handbook.

I. SWOSU Doctor of Pharmacy

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the ACPE standards and will be outlined in policies published in the SWOSU College of Pharmacy

policy manual and in the SWOSU College of Pharmacy Student Handbook.

J. NSU Doctor of Optometry

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Accreditation Council on Optometric Education of the American Optometric Association (ACOE) standards and will be outlined in the policies published in the NSU College of Optometry policy manual and in the NSU College of Optometry Student Handbook.

K. OSU Doctor of Veterinary Medicine

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the American Veterinary Medical Association (AVMA) Council on Education (COE) standards and will be outlined in the policies published in the OSU College of Veterinary Medicine policy manual and in the OSU College of Veterinary Medicine Student Handbook.

L. OU Juris Doctor

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association (ABA) standards and will be outlined in the policies published in the OU College of Law policy manual and in the OU College of Law Student Handbook.

M. 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*.

N. Program Standards for Nurse Education

All Associate, Bachelors, and Master programs in nursing admission, grading, promotion and graduation standards will be determined by college faculty in collaboration and accordance with Oklahoma Board of Nursing (OBN) and the National League for Nursing Accrediting Commission (NLNAC) or one of the arms of the American Association of Colleges of Nursing (AACN), such as the Commission on Collegiate Nursing Education (CCNE) and will be outlined in policies published in the institution's policies and student handbook.

O. OU Doctor of Nursing Practice

Admission, grading, promotion and graduation standards will be determined by college faculty in collaboration and accordance with Oklahoma Board of Nursing (OBN) and 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.

P. LU Doctor of Physical Therapy

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the American Physical Therapy Association's Commission on Accreditation of Physical Therapy Education (CAPTE) standards and will be outlined in the policies published in the LU School of Physical Therapy policy manual and in the LU School of Physical Therapy Student Handbook.

3.24.3 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 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 used 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 Denot 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. Those 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 used 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.