



OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Improving our future by degrees

CHAPTER 3 ACADEMIC AFFAIRS POLICY

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3.1 INSTITUTIONAL ACCREDITATION AND STATE AUTHORIZATION

3.1.1 Authority and Purpose

A. Basis of Authority

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. Additionally, 70 O.S. § 4103 states, “All private and out-of-state public degree-granting institutions shall be accredited by an 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 the minimum necessary to ensure that private and out-of-state degree-granting institutions that operate in this state by any modality meet the same standards of academic quality and fiscal responsibility required for institutions of higher education within The Oklahoma State System of Higher Education. ...[T]he State Regents shall:
 - a. Establish and collect fees annually from applicants for authorization as necessary to cover the costs of authorization;
 - b. Require applicants for authorization to submit payment in an amount established by the State Regents into the Tuition Recovery Revolving Fund ... which shall be used to offset student tuition losses in the event an authorized institution closes or ceases operations; and
 - c. Be authorized to deny, not renew, or revoke an institution’s authorization if it is found to be in violation of the Oklahoma statutes, it fails to meet the minimum authorization standards established by the State Regents, or an accrediting agency or other government entity revokes its approval, which is material to the continuity of the institution. An institution subject to the provisions of this paragraph shall be given reasonable notice and opportunity to be heard prior to a decision to deny, not renew, or revoke authorization.” (70 O.S. § 4103(B)).
 - d. “The following institutions shall be exempt from this section:
 - i. Private institutions participating in the Oklahoma Tuition Equalization Grant program; and
 - ii. 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\(C\)\)](#).

- e. “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\(D\)\)](#).
- 3. See also [Oklahoma Administrative Code](#) (OAC) 610:10-1-1 to 610:10-1-6 for the administrative rules implementing 70 O.S. § 4103.
- 4. Finally, 70 O.S. § 4104 exempts from OSRHE authorization and from accreditation “religious degrees which are used solely for religious purposes within a religious organization” and “any institution of higher education whose primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code, 26 U.S.C., Section 501(c)(3).” [\(70 O.S. § 4104 \(B\)\)](#).

B. Purpose

The purpose of this policy is consumer protection—to protect Oklahoma citizens by ensuring that higher education institutions offering degree programs or degree-related instruction in Oklahoma meet statutory and policy requirements.

3.1.2 State System Institutions

A. Accreditation

State System institutions shall maintain accreditation by the Higher Learning Commission (HLC) either individually or jointly with one or more public institutions and shall provide OSRHE with electronic copies of assurance arguments and assurance reviews, as appropriate, and final evaluation reports in a timely manner.

B. Loss of Accreditation

A State System institution that has been placed on sanction, notice, or probation or issued a Show Cause Order by HLC shall notify OSRHE within 14 calendar days of the date of the HLC action.

- 1. A State System institution that has been notified by HLC of an impending action to deny or withdraw accreditation shall notify OSRHE within 14 calendar days of the notification.
- 2. The institution shall also provide OSRHE with copies of, or electronic access to, all documents the institution submits to HLC relative to the action including, but not limited to, institutional closure plans, teach-out agreements, and student records disposition plans. The institution shall follow its HLC-approved closure plan and notify OSRHE when the closure is complete.

3.1.3 Private Institutions and Out-of-State Public Institutions

A. Authorization to Operate

To operate as a degree-granting institution in Oklahoma, a private or out-of-state public institution must be authorized annually by the OSRHE. To qualify for authorization, an institution must:

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.

The accreditor of institutions that offer distance education in Oklahoma must be recognized by the USDE as an accreditor of distance education.

2. Be licensed, approved, authorized, or otherwise recognized to legally offer degree-related instruction by the federally recognized authorization entity in its home state or applicable federal or tribal approval, authorization, or licensing entity.

Institutions that do not meet these qualifications will not be considered for authorization to operate in Oklahoma.

B. Institutions that Require Authorization to Operate in Oklahoma

The following types of degree-granting institutions must be authorized to operate in Oklahoma by any modality.

1. Private institutions that do not participate in the Oklahoma Tuition Equalization Grant (“OTEG”) as established by [70 O.S. §2630](#) et seq.
2. Out-of-state public institutions.
3. Private or out-of-state vocational or career training schools that offer one or more degree programs in Oklahoma.
4. Institutions participating in an approved state authorization reciprocity agreement that operate in Oklahoma outside the scope of the agreement.
5. Institutions that formerly participated in an approved state authorization reciprocity agreement that lose or otherwise forfeit their participation status.

C. Institutions that are Exempt from Authorization

The following types of degree-granting institutions are exempt from this policy’s authorization requirements:

1. Private institutions that participate in the OTEG program as established by [70 O.S. § 2630](#) et seq.
2. Institutions participating in an approved state authorization reciprocity agreement for activities within the scope of the agreement.
3. Post-secondary institutions that do not offer an academic degree program or degree-related instruction. These institutions are subject to the standards administered by the Oklahoma Board of Private Vocational Schools.

4. Institutions that offer online only distance education to military connected students while the student is in Oklahoma for reasons related to military service.
 5. Religious degree-granting institutions (see section 3.1.6 of this policy).
- D. Activities by Degree-Granting Institutions that Require Authorization
1. Offering a degree program by any modality in Oklahoma.
 2. Offering synchronous or asynchronous degree-related instruction in Oklahoma by any modality.
 3. Operating an instructional location in Oklahoma.
 4. Operating a non-instructional location in Oklahoma.
 5. Awarding an academic degree to a recipient in Oklahoma.
 6. Dual or concurrent enrollment courses offered for college credit by a degree-granting institution to students in Oklahoma by any modality.
- E. Activities that Do Not Require Authorization
1. Overnight field trips.
 2. Sports games or events.
 3. Social gatherings of students or alumni.
 4. Students participating in professional or student organization conferences or similar events.
 5. Participation in college fairs or other assembly of institutions in Oklahoma for the sole purpose of marketing the institution to prospective students. However, any activity consisting of, related to, or supporting taking payment, signing a contract or agreement with, or enrolling an Oklahoma student at a college fair in Oklahoma constitutes offering a degree program in Oklahoma and requires authorization.
 6. Placement of students into supervised field experiences, including but not limited to, student teaching or practica, clinical rotations, internships, externships, etc.
- F. Activities that are Exempt from Authorization
1. Offering religious degrees which are used solely for religious purposes within a religious organization.
 2. Offering non-degree educational activities that feature religious instruction conducted by an accredited degree-granting institution.
 3. Offering religious degrees or religious education through, in partnership with, or in support of a religious degree offered by an Oklahoma religious institution.
 4. Religious degrees or religious degree-related instruction offered through concurrent enrollment by a degree-granting institution that is conducted in an Oklahoma primary or secondary educational institution.

G. Revocation of Authorization

1. An institution's authorization is subject to revocation at any time if:
 - a. The USDE withdraws its recognition of the institution's institutional accreditor.
 - b. The institution's USDE-recognized institutional accreditor places the institution on sanction, notice, probation or issues a show cause order; requires submission of a formal teach-out, closure, or provisional plan; or withdraws the institution's accreditation.

Without limitation, an authorized institution that receives notice from its USDE-recognized institutional accreditor of any of the above actions must notify OSRHE within 14 calendar days of receipt of the notice.
 - c. The institution loses its licensure, approval, authorization, or other legal recognition to operate as a degree-granting institution by its home state, tribal, or federal authorizing entity.

Without limitation, an authorized institution that receives notice from its home state, tribal, or federal authorizing entity of an impending action by the entity to deny or withdraw the institution's authorization must notify OSRHE within 14 calendar days of its receipt of the notice.
 - d. The institution fails to disclose any of the information required in this policy.
 - e. The institution ceases to comply with or takes some action that is out of compliance with OSRHE policy.
 - f. The USDE revokes an institution's existing eligibility to participate in Title IV Federal Student Aid programs.
2. Any revocation of authorization shall be done with reasonable notice to the institution and the institution shall be provided an opportunity to be heard.
3. Institutions that wish to appeal revocation shall follow procedures found in the Academic Affairs Procedures Handbook.
4. Institutions whose authorization to operate in Oklahoma has been revoked, denied, or non-renewed for any reason may reapply for authorization when the circumstances that caused the revocation are fully addressed and the institution can demonstrate that it has regained full compliance with OSRHE policy.

H. Application and Authorization Fees

All institutions shall pay fees annually to apply for authorization and to operate as a degree-granting institution in Oklahoma.

1. Application Fees

An application fee of \$500 shall be paid by an institution to apply for initial authorization or re-authorization.

2. Authorization Fees

In addition to the application fee, institutions approved for authorization to operate in Oklahoma shall pay annually an authorization fee.

- a. An institution approved for authorization for the first time shall pay an authorization fee of \$2,500.
- b. An institution approved for re-authorization shall pay a re-authorization fee of \$2,000.

3. In addition to the authorization or re-authorization fee, out-of-state institutions approved for authorization or re-authorization shall pay an annual location fee of \$1,000 per instructional location in Oklahoma. This fee does not apply to a school at which the institution offers concurrent enrollment or religious degrees.

I. Tuition Recovery Revolving Fund

Each private institution authorized by OSRHE shall pay to OSRHE a sum annually to be maintained in the Tuition Recovery Revolving Fund, a student tuition recovery fund ("STRF"). This payment is in addition to the application and authorization fees established in section 3.1.3.H. of this policy.

The STRF will be maintained between a minimum and maximum funding level to be determined annually based on enrollment of Oklahoma students in authorized private institutions.

Institutions required to pay into the Fund will be assessed annually until the maximum funding level is reached. If the Fund amount is reduced below the minimum funding level, assessments will begin again until the maximum level is regained. If the monies in the Fund are insufficient to satisfy all duly authorized claims, OSRHE may reassess authorized institutions as necessary, in addition to the annual assessment. Failure to pay the additional amounts assessed may result in revocation of authorization.

1. Initial Authorization Payment

A payment of \$2,500 shall be charged to all private institutions approved for initial authorization to operate as a degree-granting institution in Oklahoma.

2. Re-authorization Payment

A payment of 0.25 percent of the institution's annual gross tuition revenue received from Oklahoma students, or \$250, whichever is greater, shall be charged to all private institutions approved for re-authorization to operate as a degree-granting institution in Oklahoma.

J. Standards for Operation

All authorized institutions shall:

1. Be fully compliant with all applicable federal, state, and tribal laws and regulations.
2. Designate one individual as an institutional a location director who is responsible for the Oklahoma location's operations and administration, is authorized to work with OSRHE staff in the event of compliance issues and empowered to implement disaster recovery,

teach-out, records disposition and other closure plans. One director may oversee multiple locations.

3. Maintain a current disaster recovery plan for Oklahoma students, both those served online from an out-of-state location and those attending a physical location in the state. The plan will include at a minimum how the institution will maintain the safety of students at Oklahoma instructional locations as well as instructional delivery and student records availability for all Oklahoma students during and after a disaster.
4. Maintain a current student records disposition plan for Oklahoma students. The plan will include at a minimum how Oklahoma students' ability to access their transcripts will be maintained during and after an institutional closure.
5. Disclose current and complete accreditation status on the institution's websites and in student catalogs or equivalent information provided to students or prospective students. Institutions shall not use the word "accredited," to describe either institutional or programmatic accreditation unless the accreditor is recognized by the USDE.
6. In any and all marketing, advertising, and promotional materials produced by or on behalf of the institution, that are published, broadcast, posted or otherwise disclosed or made available to members of the public or the armed services with the intent to provide information about the institution and its programs in order to generate student enrollment, including the institution's websites and student catalogs or equivalent information:
 - a. Not make misleading, deceptive, or inaccurate statements, including but not limited to, statements regarding institutional relationships with employers and graduate employment rates, salaries, and debt-to-earnings ratios.
 - b. Not be located in the employment or "help wanted" classified ads.
 - c. Not quote salaries for an occupation in the institution's advertising or promotional literature without including either the documented median starting wage of a majority of the institution's graduates who graduated within the most recent calendar year or a citation to a governmental agency or nationally recognized source of the quoted salaries.
 - d. Not make offers of institutional scholarships or partial institutional scholarships, unless the scholarships are bona fide reductions in tuition and are issued under specific, published criteria.
 - e. Not make any overt or implied claim of guaranteed employment during training or upon completion of training, in any manner.
 - f. Not indicate the institution is "supervised," "recommended," "endorsed," or "accredited" by OSRHE. Institutions that wish to indicate they are authorized by OSRHE must use this

wording: “(Name of College) is authorized by the Oklahoma State Regents for Higher Education to operate as a degree-granting institution in Oklahoma.”

- g. Include the correct name of the institution that is authorized by OSRHE as indicated in the authorization approval letter issued to the institution by OSRHE.
- 7. Provide on the institution’s websites or in student catalogs or equivalent information the following information, at a minimum, regarding student complaints:
 - a. A procedure through which the institution acts on student complaints or grievances about the institution that is independent of procedures for Title IX and complaints about the conduct of other students.
 - b. A procedure for students to appeal to the institution decisions reached as a result of the institution’s student complaint or grievance process.
- 8. Institutions operating in Oklahoma shall not:
 - a. Require an Oklahoma student to agree to mandatory or forced arbitration.
 - b. Prohibit or otherwise attempt to prevent an Oklahoma student from joining a class action or bringing claims consolidated with other individuals against the institution or any of its corporate parents, owners, subsidiaries, or affiliates.
 - c. Prohibit or otherwise attempt to prevent an Oklahoma student from discussing the institution’s student complaint process or specifics about any final ruling by the institution or any third party representing the institution in response to the student’s complaint.
 - d. Prohibit or otherwise attempt to prevent an Oklahoma student from pursuing a complaint with the institution’s accreditor or any other authorizing, approval, or licensing entity.

K. Institutional Catalog

Institutions shall make easily available on the institution’s websites and provide to current and prospective students either electronically or in printed format an institutional catalog or equivalent document, publication, or informational content. The catalog or equivalent shall contain the information specified in the authorization application forms.

L. Enrollment Agreement

Prior to accepting payment, an authorized private or proprietary institution shall provide a prospective Oklahoma student a written enrollment agreement containing the information required in the authorization application form. The student shall be allowed a minimum of 7 calendar days between being presented with the full and complete agreement and being required to sign it. The agreement shall be written in a manner that is easily understandable by the general public, and contains, at a minimum, the information specified in the authorization application forms.

M. Reporting Requirements

Authorized institutions are required to report to the State Regents' office any of the below, using the appropriate form(s) provided by the OSRHE:

1. Any action that constitutes an institutional substantive change according to the institution's accreditor. Notification must include documentation of the request to the accreditor when it is submitted and approval from the accreditor when it is received.
2. Change in ownership or form of control that the institution is required to report to or obtain approval for from its accreditor, the USDE, or its federally recognized authorizing entity.
3. If the institution's accreditor places the institution on sanction, notice, probation or issues a show cause order; requires submission of a formal teach-out, closure, or provisional plan; or withdraws the institution's accreditation. Reporting this action to the OSRHE is required within 14 calendar days of the institution's receipt of notice from the accreditor.
4. Intent to convert the institution from for-profit to non-profit or vice versa.
5. Intent to close an Oklahoma location.
6. Intent to open a new Oklahoma location.
7. Intent to start offering a program at a location in Oklahoma or online to Oklahoma students.
8. Intent to change the degree level of a program offered in Oklahoma.
9. Intent to delete or suspend a program offered in Oklahoma.
10. Notice of information related to a Title IV program review conducted by the USDE.
11. Changes or updates to the institution's student records disposition plan for Oklahoma students.
12. Changes or updates to the institution's disaster recovery plan that will affect Oklahoma students.
13. Appointment of a new institutional:
 - a. President or CEO;
 - b. Location director; or
 - c. State authorization/regulatory compliance officer.
14. Placement of students in supervised field experiences, including but not limited to, student teaching or practica, clinical rotations, internships, externships, etc.

This requirement applies only to placements that students are required to complete in order to earn their degree, regardless of whether the institution, the student, or another party arranges, coordinates, supervises, or pays for the placement. It does not apply to graduated students who complete a placement to comply with licensure requirements.

N. Procedures for Authorization

Institutions seeking authorization to operate in Oklahoma shall follow procedures found in the Academic Affairs Procedures Handbook.

3.1.4 Publications/Marketing

In any and all marketing, advertising and promotional materials published, broadcast, posted or otherwise disclosed or made available to members of the public or the armed services with the intent to provide information about the institution and its programs in order to generate student enrollment, all institutions operating in Oklahoma shall:

- A. Not make misleading, deceptive, or inaccurate statements including, but not limited to, statements regarding institutional relationships with employers and graduate employment rates, salaries, and debt-to-earnings ratios.
- B. Not be located in the employment or “help wanted” classified ads.
- C. Not quote salaries for an occupation in the institution’s advertising or promotional literature without including either the documented median starting wage of a majority of the institution’s graduates who graduated within the most recent calendar year or a citation to a governmental agency or nationally recognized source of the quoted salaries.
- D. Not make any overt or implied claim of guaranteed employment during training or upon completion of training, in any manner.

3.1.5 Student Complaint Process

All institutions operating in Oklahoma are required to provide to students, at a minimum, in writing on the institution’s website or in a student catalog or equivalent document or publication provided either electronically or in printed format, the following information:

- A. A procedure through which the institution receives and acts on student complaints about the institution that is independent of procedures for Title IX and student conduct complaints.
- B. A procedure for students to appeal to the institution decisions reached as a result of the institution’s student complaint or grievance process.

Information regarding filing complaints with the State Regents against an institution can be found on the State Regents’ website.

3.1.6 Religious Degree-Granting Institutions

- A. Consistent with [70 O.S. § 4104](#)(B)(1), authorization by the OSRHE or accreditation by an accreditor which is recognized by the USDE is not required for “religious degrees which are used solely for religious purposes within a religious organization or any institution of higher education whose primary purpose is to provide religious training or theological education and which is exempt from taxation pursuant to the provisions of Section 501(c)(3) of the Internal Revenue Code, 26 U.S.C., Section 501(c)(3).”
- B. Additionally, the titles of religious degrees offered by religious degree-granting institutions pursuant to [70 O.S. § 4104](#)(B)(1) “shall include a religious modifier. The religious modifier shall be placed on the degree, on the transcript, and wherever the title of the degree appears in official school documents or publications.” ([70 O.S. § 4104](#)(B)(2)).

- C. An unaccredited institution that wishes to be listed on the OSRHE website as an institution that offers religious degrees as described in [70 O.S. § 4104\(B\)](#) may request that by submitting the appropriate form to OSRHE.
- D. Submittal of the form to OSRHE shall not constitute an application for authorization or approval to offer the degree(s) in Oklahoma, nor shall acknowledgement of receipt of the form by OSRHE or the listing of the institution on the OSRHE website constitute approval or disapproval of authorization to operate in Oklahoma as a degree-granting institution or approval or disapproval of the institution's offering of the degree(s).
- E. To offer its religious degrees in other states, a religious degree-granting institution is subject to the approval or authorization requirements of each state.

Approved January 1974. Revised June 28, 1995; June 28, 1996; January 24, 1997; June 30, 1998; May 25, 2012; October 20, 2016; May 28, 2021; June 29, 2023.

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

State system institutions may engage in any or all of the following 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 workforce.
- D. Responsible for institutional and applied research in those areas related closely to their programs of study and effectiveness of operation.
- E. Responsible 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 supplemental instruction 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.
- I. Provide concurrent enrollment opportunities for area high school students.

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](#), LU 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. Both lower-division and upper-division undergraduate study fields leading to the baccalaureate degree.
- B. Programs leading toward the first-professional master's and doctoral degrees when appropriate to an institution's strengths and the needs of the state.
- C. NOTE: OPSU, SWOSU, CU, and RSU are also authorized to offer associate level degree programs.

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. Provide one- and two-year programs of technical and occupational education to prepare individuals to enter the work force.
- B. Provide two-year transfer degree programs.

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 (OUHSC)
OU Law Center (OU-Law)
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](#)) (OSUCHS)
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 Associate in Applied Science degrees, that prepare individuals for immediate entry into the work force, 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. 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](#))

Approved February 1970. Revised July 1971; April 1976; April 15, 1994; October 18, 1996; June 30, 1998; October 30, 1998; June 29, 2001; June 27, 2002. Individual Function Policies: SWOSU-Sayre approved July 10, 1987. CASC-Sallisaw approved October 18, 1996. EOSC-McAlester approved October 18, 1996. NWOSU-Enid and NOC in Enid approved October 18, 1996. Revised June 30, 1999. NWOSU-Woodward approved October 18, 1996. OGERC approved June 30, 1998. Revised June 27, 2002. OSU-Tulsa approved June 30, 1998. Revised June 21, 2012. Revised October 25, 2012.

Exceptions to Functions of Public Institutions (3.2.6) approved January 24, 2019. Revised May 28, 2021 to remove obsolete language related to regional and national accreditation. Revised October 21, 2021 to remove references to the University Center of Southern Oklahoma; June 29, 2023.

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 “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 set up in accordance with 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.

Approved December 15, 1970; revised to include external grant policy and procedures December 9, 2022; September 7, 2023.

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

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.

1. Levels of Instructional Programs

- A. Level I is the 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 is the 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 is the aggregation 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 is the aggregation of courses under an umbrella degree program (Level III) that reflect an area of study within a larger discipline, as listed in the State 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.

Levels I, II, and III, excluding all certificates, require approval from the institutional governing board and the State Regents. Modifications to an existing program that result in an increase or decrease in the total number of credit hours required for an existing degree program must have both governing board and State Regents' approval. Additionally, a modification to an existing program that results in the creation of bachelor's degree with fewer than 120 credit hours requires a Letter of Intent and New Program Proposal. Other substantive modifications to existing program requirements (i.e. curricular modifications) require approval from the institutional governing board and notification to 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. Deletion of certificates may require institutional governing board approval. However, the State Regents shall be notified of deletions using the Academic Program Request form provided on the State Regents' website so that they may be removed from the institution's official program inventory.

The institution's President or designee 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 may 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 or designee 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. New Program Requests

Instructional programs that result in the awarding of a degree require State Regents' approval. Minors, micro-credentials, stand-alone certificates, 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. Institutions must notify OSRHE staff of new certificates, in a timely manner, so they may be added to the official degree inventory.

Requests for a new academic program must be initiated using the following procedures:

A. Letter of Intent

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 7 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions and/or request information.

The LOI must contain, at minimum, the following information before OSRHE staff can distribute the LOI to the other State System institutions:

1. Official degree designation and name of the program as it will appear on the transcript.
2. A short description of the program.
3. A summary of the market demand, the number of similar programs currently offered at State System institutions, and how the program addresses an unmet need in the state.
4. Indication of the locations or campuses where the program will be offered and the delivery method.
5. The estimated number of credit hours required for the program.

NOTE: The institutional governing board does not need to approve the LOI prior to submission to the State Regents and 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.

B. New Program Proposal

A New Program Proposal (NPP) may be submitted to OSRHE staff, using the approved submission form no earlier than 7 days following the submission of the LOI. OSRHE staff will then distribute the NPP to all State System institutional Presidents and Chief Academic Officers. The institutions will have 21 calendar days (excluding holidays and breaks) from the date of the notice to provide comments, ask questions and/or protest.

NOTE: 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. 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.

1. New Programs Request Criteria

Institutions submitting a request for a new academic program must include the following information:

a. Purpose and Rationale

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

There are certain circumstances when institutions may request approval to offer programs outside their current function stated in the Functions of Public Institutions policy. For example, regional universities offer associate degrees, technical branches offer bachelor of technology degrees, etc. However, budget constraints, system efficiency and concerns about institutional capacity and priorities may further limit expansion of programmatic functions. Requests of this nature should be on a limited basis as allowed by § 3.2.7 of the Functions of Public Institutions policy.

b. Total Number of Credit Hours

New programs should adhere to the standards of education for completion of degree programs as indicated in the Undergraduate Degree Requirements policy. NPPs should indicate the appropriate number of credit hours required for graduation.

c. Final Review Criteria

New programs are provisionally approved and given enough time for a planning year plus the number of years necessary to produce one graduating class (i.e. a two-year program is allowed three years to meet its graduate and enrollment goals, a four-year program is allowed five years, etc.) unless the institution makes a specific timeframe request with a strong rationale. Final approval of the program will be dependent upon the program meeting the State Regents' approved productivity criteria indicated in 3.7.3 § A.3.

d. Accreditation

New programs that will seek external accreditation status, separate from the State Regents' Program Review Process

e. Demand for the Program

Institutions proposing new academic programs must demonstrate clear and sustainable demand from both students and employers.

i. Workforce Demand and Job Opportunities

Evidence of employer demand must indicate that producing additional graduates will meet actual workforce needs and will not oversaturate the labor market, particularly in fields where other State System institutions offer comparable programs.

a) External Stakeholders

The NPP should provide evidence on how the institution engaged with external stakeholders such as industry and employers, community representatives, economic development entities, or advisory boards in the development of the proposed program. Describe who was consulted and how their input influenced the programs design and curriculum to align with workforce needs. Letters of support are encouraged may be attached as evidence.

b) Employment Outlook

Provide evidence of employment outlook data directly aligned with the proposed program, specifically for those positions for which graduates will be qualified to pursue.

iii. Duplication and Unmet Need

When similar programs already exist in the State System, proposals must demonstrate that the new program is sufficiently different, serves a student population not currently reached, or addressed documented barriers to access. Evidence of student demand should show a reasonable level of enrollment and degree production is expected without diminishing productivity in similar programs offered at State System institutions. Duplication may be considered necessary only when workforce needs, geographic service area gaps, or programmatic differences justify an additional offering. This concern is especially important for graduate, professional, or occupational/technical programs that serve specialized workforce needs

iv. Institutional Impact

When proposing a new academic program, institutions must demonstrate a clear understanding of the program's overall impact on campus resources and financial sustainability. Institutions should detail the full cost of launching and maintaining the program, along with the funding strategy, whether through reallocating existing resources, generating new tuition revenue, or discontinuing or reducing

other programs, and assess how these decisions will affect current operations and campus capacity. In addition, the institution must show that faculty resources are adequate and appropriate for the program's level and purpose, with core faculty possessing the academic credentials, professional experience, and scholarly or service contributions necessary to support the curriculum. Finally, institutions must demonstrate the availability and sufficiency of library holdings, instructional technology, physical facilities, laboratory and classroom spaces, and equipment needed to deliver a robust and engaging learning environment. Taken together, these elements allow the State Regents to evaluate whether the proposed program can be effectively supported without compromising institutional quality, mission alignment, or resource efficiency.

f. Method of Delivery

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. If any percentage of the program will be offered online, the NPP must include the delivery method that will be utilized to deliver the program content, including the major features that will facilitate learning.

g. 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.

h. Proposed Curriculum

The curriculum should be structured to meet the stated objectives of the program and adhere to the State Regents' minimum curricular standards as outlined in the Undergraduate Degree Requirements policy. The institution must provide a list of courses (prefix, course number, and course title) for the proposed program.

2. Additional Program Proposal Criteria

a. Doctoral Programs

Doctorate program requests require an external evaluation. The evaluation must be conducted by a minimum of two out-of-state, qualified faculty with discipline, expertise and experience overseeing a similar program and who have no

direct or indirect association with the institution proposing the doctoral program. The evaluation must include, at minimum, the following components listed below and a copy of the final evaluation submitted with the NPP.

i. Centrality of the Proposed Program to the Institution's Mission

A program should adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic or strategic plan. The institution should clearly define the objectives of the proposed program and explain how it relates to the institutional mission.

ii. Curriculum

The curriculum should be structured to meet the stated objectives of the program, and the institution must explain how the curriculum achieves the objectives of the program by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

iii. Academic Standards

The admission, retention, and graduation standards should be clearly stated, should be designed to encourage high quality students and graduates, and, if applicable, should meet external programmatic accreditation standards.

iv. Faculty Qualifications and Credentials

Faculty teaching in the program should meet external accreditation standards where appropriate and meet the minimum educational background, non-collegiate and collegiate experience, and research and service requirements appropriate to support the program.

v. Support Resources

The program should have access to qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

vi. Demand for the Program

Proposed programs must respond to the needs of the larger economic and social environment. The institution must demonstrate both the student and employer demand for the proposed program.

vii. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding for the proposed program must be detailed in

order to assess the adequacy of the resources to support and sustain a quality program.

viii. Program Review and Assessment

The institution must set forth program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate.

The evaluation team must submit documentation of support for approval of the program, which shall be submitted with the institution's New Program Proposal.

b. Bachelor's Degrees with Fewer than 120 Credit Hours

Bachelor's degrees offered in a reduced credit format must require a minimum of 90 credit hours and a maximum of 119 credit hours. These degrees are intentionally designed to prepare students for specific applied, technical, or workforce-focused occupations and must maintain academic rigor consistent with bachelor-level expectations. These bachelor's degrees are not intended to function as shortened versions of traditional baccalaureate programs, but as distinct pathways aligned to applied workforce preparation. In addition to the criteria listed in 3.4.3.B.1, proposals for these degrees must include the following:

- i. A clear rationale for the bachelor's degree, including why a reduced-credit structure is appropriate for the intended student population and how the program aligns with the institution's mission and applied workforce objectives. The rationale must also explain how the reduced credit structure is achieved (e.g., curricular redesign, applied learning integration, recognition of prior learning, etc.) and why this structure is appropriate for bachelor-level outcomes.
- ii. Evidence that the program addresses a documented critical workforce need, including alignment with state, regional, or industry-identified employment gaps.
- iii. Evidence of employer and student demand for the degree, including documentation that employers understand the distinctions between the proposed bachelor's degree and similar traditional 120 credit hour baccalaureate programs, and that graduates will have clear post-graduation employment opportunities aligned with program learning outcomes. Where applicable, proposals must also disclose known implications for licensure, graduate programs, or professional advancement pathways.
- iv. A description of program-level student learning outcomes, assessment methods, and instructional

design demonstrating the degree maintains academic rigor comparable to similar 120 credit hour degrees. Institutions must explain how instructional time, depth of content, and student workload support bachelor-level learning expectations within a reduced credit framework. Institutions must identify any substantive modifications to general education requirements, major coursework, or applied learning components used to achieve credit reduction and demonstrate how curricular coherence and bachelor-level depth are maintained.

- v. Evidence the institution has already obtained, or is in the process of seeking, any required approvals from specialized accreditors or external licensing bodies, where applicable. Institutions are responsible for confirming the degree structure is permissible under the standards of any applicable institutional or specialized accreditor. If a bachelor's degree in a reduced-credit format is not permitted by an accrediting body, the institution must disclose this and explain how compliance will be maintained.
- vi. An analysis of the impact of the bachelor's degree on existing programs, including whether the proposed program replaces, consolidates, or substantially overlaps with a current 120 credit hour bachelor's degree.
- vii. A description of intentional advising and communication strategies that clearly communicate to the students the:
 - a) Difference between the proposed bachelor's degree and similar traditional 120 credit hour baccalaureate programs in the same discipline; and
 - b) Potential academic, transferability, entry into graduate/professional programs, licensure, or employment implications associated with selecting the bachelor's degree with fewer than 120 credit hours.
- viii. A description of how the institution will monitor and evaluate the quality and effectiveness of the proposed bachelor's degree, including student outcomes, completion rates, and employment outcomes, and how evaluation results will be used for continuous program improvement.

3.4.4. Protests of Letters of Intent or New Program Proposals

- A. Institutions have the right to protest a New Program Proposal. 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 mediate in good faith. Mediation must take place within 30 days, or longer if mutually agreed and approved by OSRHE staff, of the receipt of the protest. The outcome of the mediation must be reported to OSRHE staff within 5 days after the mediation process is complete. If the protestor fails to respond to mediation requests, the protest is deemed moot. If resolution cannot be made through mediation the protest will be elevated to senior OSRHE staff to facilitate a meeting between the requesting institution and protesting institution. If a resolution cannot be determined through mediation with OSRHE staff, 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 by 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:
 - 1. Unnecessary duplication; or
 - 2. Workforce demand; or
 - 3. Student needs in the state.

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

3.4.5. State Regents' Staff Review of the Program Request

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. Deny 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 as outlined in 3.7.4; or
- D. Approve the program without qualification.
- E. If the State Regents defer or disapprove the program, the institution may resubmit a program proposal for reconsideration at a future date.

3.4.6. Micro-credentials

Institutions may create and issue micro-credentials for completing a specific set of measurable activities, projects and/or courses. 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 statewide micro-credentials 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 inventory will notify OSRHE staff of new micro-credentials or digital badges to be added to the inventory using the approved online form.

Approved May 31, 1995. Revised September 5, 1997; January 29, 1999 and February 7, 2008. Revised June 21, 2012; June 29, 2017. Revised June 27, 2019; April 15, 2021. Revised October 21, 2021. Revised April 28, 2022; June 29, 2023.

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 TOEFL, 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 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 CEA or the ACCET. Institutions must provide timely communication about all changes to their accreditation status to the State Regents' staff.

Approved May 1979. Revised October 23, 1989; August 16, 1994; April 11, 1997; May 30, 2003; May 22, 2009; October 25, 2012; October 20, 2016; March 23, 2023; September 7, 2023.

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. A State System institution may engage in a cooperative agreement when the agreement:
 - 1. Is executed by the president or designee and their counterparts in the related entity.
 - 2. Establishes the responsibilities of the institution and the related entity regarding elements of the agreement.
 - 3. Includes courses or programs consistent with the institution's mission and approved function.
 - 4. Identifies courses by source and method on the transcript.
 - 5. 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 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, or between one or more institutions and one or more Career Technology Centers may include, but is not limited to, the following elements:

1. Identification of participating entities: The agreement should clearly identify the participating entities, including the names of the entities and their respective academic departments.
2. Admission requirements: The agreement should outline the admission requirements for students who wish to transfer from one university entity to the other. This may include specific course requirements, GPA requirements, and other criteria.
3. Transfer policies: The agreement should specify which courses, programs, or credentials of value will transfer between the participating entities and how those courses, programs or credentials will be credited towards the student's academic credential program at the receiving institution.
4. 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.
5. Timeline for transfer: The agreement should provide a clear timeline for when students may transfer between the participating entities and any specific deadlines for submitting applications and supporting documents.
6. 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. Statewide Agreements

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

Approved October 17, 1988. Revised January 24, 1997; June 29, 2001; February 12, 2009; January 29, 2015, June 30, 2016; May 28 2021 to update definitions related to accreditation; June 29, 2023.

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 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. Program Viability

Program viability refers to the activities and arrangements for insuring its continuing effectiveness and efficiency. To maintain its viability 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 ensure the viability 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 Plan 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	5
Master's	3
Doctoral	2

b. Majors Enrolled:

Associate in Arts and	
Associate in Science	25 head count
Associate in Applied Science	17 head count

Baccalaureate	12 head count
Master's	6 head count
Doctoral	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
Master's
Doctoral

- 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.
- g. The comprehensive support function of the courses supporting the degree program may be used to determine whether an early program review is warranted.

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

Academic programs 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.

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. 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.).
2. Offline Programs. Programs scheduled for deletion or suspension.

3. Restructured Programs. These programs have undergone or are expected to undergo significant modifications to the curriculum that will increase the programs' viability and are expected to meet minimum productivity within a given time period.
4. Special Purpose Programs. The programs are designed to meet the special needs of the state and its constituents (e.g., Native American Studies, grant-funded programs).
5. Data Discrepancies or Data Interpretations. These programs appear on the low productivity report due to verifiable factual errors and can be verified by the submission of accurate data.
6. 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.
7. Collaborative Programs. Programs offered collaboratively by more than one institution, where the combined productivity for both institutions meet the minimum productivity standards.

B. Reporting

Programs identified for low productivity that are not granted an exception as allowed by 3.7.4.A must identify one of three plans of action as outlined below to increase productivity.

1. Grow the program. Institutions must provide a plan that outlines strategies for enhancing program productivity.
 - a. Institutions shall provide an annual status report on the strategies outlined in the plan.
 - b. Failure to bring the program to minimum productivity standards by the fifth year will require the institution to sunset the program.
2. Collaborate. Institutions must develop and submit plans to collaborate in innovative ways with other State System institutions.
 - a. Institutions shall provide an annual status report on the strategies outlined in the plan.
 - b. Failure to bring the program to minimum productivity standards by the fifth year will require the institution to sunset the program.
3. Sunset the program. Institutions must provide documentation of a plan to suspend or delete the program.

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.

Approved October 23, 1985. Revised January 26, 1996; September 5, 1997; January 29, 1999; June 23, 2011; September 7, 2023.

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.

Approved June 22, 1971; June 29, 2023.

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 Associate in Arts, Associate in Science, 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 (to be selected from but not limited to: algebra I, algebra II, geometry, trigonometry, math analysis, pre-calculus, statistics and probability (must have completed geometry and Algebra II), calculus, Advanced Placement statistics, or other courses above the content and rigor of algebra I and meets college admission requirements.
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 admission. Students admitted using a GED score must be admitted under the Alternative Admissions category. The University of Oklahoma and Oklahoma State University 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 or designee. 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
Oklahoma State University

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;
 - a. has met the curricular requirements as set forth in part 3.9.2 of this policy; and
 - b. 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 15-Unit Core	Top 33.3%

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

Langston University
University of Science and Arts of Oklahoma

May 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. 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 15-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 or designee, filed with OSRHE staff, clearly communicated on appropriate publications and websites, and consistently applied to all applicants.

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
East Central University
Northeastern State University
Northwestern Oklahoma State University
Oklahoma Panhandle State University
Rogers State University
Southeastern Oklahoma State University
Southwestern Oklahoma State University
University of Central Oklahoma

May 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. 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 15-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 or designee, filed with OSRHE staff, clearly communicated on appropriate publications and websites, and consistently applied to all applicants.

The five universities approved to offer associate degrees are OPSU, CU, LU, RSU, and SWOSU. 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
Connors State College
Eastern Oklahoma State College
Murray State College
Northeastern Oklahoma A&M College
Northern Oklahoma College
Oklahoma City Community College
Redlands Community College
Rose State College
Seminole State College
Tulsa Community College
Western Oklahoma State College
OSU Oklahoma City

OSU Institute of Technology

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

May grant admission to any individual who:

- a. is a graduate of a high school accredited by the appropriate regional association or by an appropriate accrediting agency of the home state or has achieved a high school equivalency certificate based on the GED; and
- b. has met the curricular requirements as set forth in part 3.9.2 of this policy.

E. 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.

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 located 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.

Students with less than 24 hours from a college or university where English is the primary teaching language located 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.

1. First-Time Undergraduate and Graduate Students

- a. Standardized Testing. Students must meet the minimum score set by the State Regents on either the TOEFL, the 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.

- b. Intensive English Program. 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*.
- c. 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.
- d. 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.
- e. Institutional Discretion. In extraordinary and deserving cases, the President 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.
- f. 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 as defined in section 3.6.6 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 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 as defined in section 3.6.6 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 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.
- d. 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.

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 3.13.2.

A. GPA Requirements

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

All students must maintain a 2.0 GPA for the duration of their college experience with the exception of freshmen on freshman academic notice. Students with fewer than 30 credit hours, with a GPA of 1.7 to less than 2.0 will be placed on freshman academic notice. Students on freshman academic notice shall remain on freshman academic notice until their overall GPA is at least a 2.0 or the student earns more than 29 credit hours.

Students with more than 29 credit hours, with a GPA of less than 2.0 will be placed on academic probation.

Students participating in Concurrent Enrollment may continue concurrent enrollment in subsequent semesters if they achieve a college GPA of 2.0 or above on a 4.0 scale. A 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 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 noted on the academic transcript. 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 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 except as noted above. Should a reinstated student be suspended a second time from the same institution, the student cannot return to the suspending school until such time as the student has demonstrated, by attending another institution, the ability to succeed academically by raising the GPA to the retention standards. Institutions' Presidents or their designee may grant an exception to this policy in accordance with institutionally developed 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.

Admission Policy: Approved March 1962. Revised July 25, 1967; February 25, 1974; February 24, 1976; May 23, 1979; August 30, 1984; April 22, 1987; December 5, 1988; June 26, 1989; October 23, 1989; December 17, 1990; April 19, 1991; May 24, 1991; November 15, 1991; May 29, 1992; August 14, 1992; September 25, 1992; March 24, 1993; June 21, 1993; September 23, 1993; December 10, 1993; April 15, 1994; May 27, 1994; December 9, 1994; June 28, 1995; March 29, 1996; June 28, 1996; September 6, 1996; June 27, 1997; September 5, 1997; April 3, 1998; June 30, 1998; October 30, 1998; May 28, 1999; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; February 13, 2004; May 28, 2004; June 30, 2004; June 30, 2005, November 29, 2007; revised June 24, 2010; revised March 3, 2016; revised June 30, 2016; revised May 26, 2017 to remove Concurrent Enrollment to its own policy. IEP Policy: Revised August 16, 1994, April 11, 1997 and May 30, 2003. Non-Academic Criteria Policy: Approved October 26, 1971. OU Admission Standards: Revised June 21, 2012. Revised April 26, 2018 to address the Course Equivalency Project Matrix. Revised May 29, 2020 to define "Final Composite Score." Revised May 28, 2021 to update the High School Additional Units category and various non-substantive updates; December 7, 2023.

3.10 CONCURRENT ENROLLMENT

3.10.1 Purpose

This policy provides a comprehensive framework for State System institutions to offer quality concurrent enrollment to eligible high school students.

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 establishes annual reporting requirements.

3.10.2 Guiding Principles

Concurrent enrollment programs promote interest in attending college and increase college-level success by expanding access to higher education opportunities, reducing time-to-degree, lowering out-of-pocket expenses for families, and engaging students in challenging advanced coursework. The following guiding principles should be considered in the development of a concurrent enrollment program.

- A. Concurrent enrollment should provide eligible students with the opportunity to meaningfully experience college courses, develop goals for college and career and make progress toward those goals, and provide a supported and managed transition for students between secondary and postsecondary education.
- B. Concurrent enrollment should be designed to increase students' ability to access and succeed in college. It may also be used to save students money and shorten their time to degree.
- C. Concurrent enrollment should provide the state of Oklahoma with a better integrated K-12 and higher education system that produces a more skilled workforce equipped to meet the needs of the state's economy and promote prosperity for Oklahoma and its citizens.

3.10.3 Dual Credit

Pursuant to [70 O.S. §628.13](#), “[w]hen 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.”

3.10.4 Program and Curriculum Standards

To provide concurrent enrollment courses, regardless of modality, State System institutions must adhere to the following criteria:

- A. Designate one or more staff member(s) responsible for coordinating all facets of concurrent enrollment.
- B. Courses offered for concurrent enrollment are cataloged courses approved through the institution's regular course approval process and have the same course prefix and number of the equivalent on-campus course.
- C. All concurrent courses must match the content, requirements, assignments, grading criteria, design, quality, academic rigor, and evaluation standards of equivalent on-campus courses. Regular, full-time faculty must approve the syllabus, textbooks, teaching methods, and student assessments.

- D. Institutions must maintain regular, timely communication with high schools offering concurrent courses, addressing course scheduling, policy compliance, issue resolution, and course evaluation.
- E. Institutions of higher education and partner high schools should collaborate to establish and maintain early alert systems to support students who struggle academically.
- F. Institutions of higher education are encouraged to provide all required materials through Open Education Resources (OER) or alternative methods at no cost to students.
- G. Institutions are encouraged to find ways to cover course fees.

3.10.5 Student Eligibility and Support

A high school junior or senior 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 3.9.3 of the Institutional Admission and Retention policy and the SAT score is the composite score without the essay component.

All students must provide a Concurrent Enrollment Agreement signed by the principal or counselor and parent or legal guardian. The Concurrent Enrollment Agreement must include the student's classification, semester of enrollment, number of high school classes and acknowledgement of student's financial responsibility.

- A. Students from accredited high schools who meet one of the following requirements are eligible to participate in concurrent enrollment:
 - 1. Earn an overall minimum GPA of 3.0 (on a 4.0 scale), or
 - 2. Achieve a satisfactory composite score on a standardized test as defined below:

	ACT, Pre-ACT, or Residual ACT	SAT, PSAT, or PSAT/NMSQT
Community Colleges	19	990
Regional Universities	20	1030
Research Universities	24	1160

- B. Students may take one residual ACT per year (from November 1 to October 31), which is valid at the institution at which it was administered. Home schooled students and students from unaccredited high schools shall have completed enough coursework to be equivalent to an individual who is classified as a high school student and achieve a satisfactory score on a standardized test, as defined in 3.10.5.A.2 above.
- C. Students may not enroll in co-requisite courses or supplemental instruction designed to address remediation as concurrent enrollment students. Institutions shall enroll students in college-level courses for which they qualify according to the institution's assessment plan.
- D. Concurrent students may not exceed a combined workload of 19 semester credit hours during the regular term or 9 semester credit hours in the summer, with one-half high school unit equating to three college credit hours; non-academic high school units are excluded. Students wishing to exceed these limits may petition the selected higher education institution.

- E. High school students can continue concurrent enrollment if they:
 - 1. Have the approval of the high school principal or counselor and guardian; and
 - 2. Meet the retention standards in section 3.9.6 of the Institutional Admission and Retention policy.

Students not meeting both criteria indicated above will not be eligible at any State System institution. Academic probation will be noted on the transcript, consistent with State Regents' Grading policy. Post-graduation, students may be admitted to their original or another State System institution if they meet entrance and retention requirements. A president or designee may grant an exception to this policy.
- F. All students in concurrent courses shall have access to student services and academic support similar to that afforded to students on the college campus, including, but not limited to, advisors, library services, and other resources necessary for college-level academic performance.
- G. Students enrolled in concurrent classes should adhere to the higher education institution's academic calendar, following the same registration, drop, withdrawal, and refund dates as on the college campus, and must attend concurrent classes even when their high school classes are not in session, regardless of the modality or location of the course.

3.10.6 Policy Exceptions

- A. Institutions may submit a policy exception request for students who do not meet standard admission criteria. Policy exception requests must be submitted by the institution's President or designee and approved by the Chancellor.
 - 1. Juniors and Seniors: An exception may be requested with a letter of recommendation from the students' principal or counselor that includes documentation and rationale supporting the student's potential for success.
 - 2. Freshman and Sophomores: An exception to admit a freshman or sophomore high school student may be requested by the student's principal or counselor providing the student meets or exceeds the admission standards established for juniors and seniors. All exception requests must be supported by documentation.

3.10.7 Faculty or Instructor Qualifications and Support

- A. All instructors shall meet the qualifications stipulated by the Higher Learning Commission, which include the achievement of academic credentials, progress toward academic credentials, equivalent experience, or a combination of these factors.

Institutions may utilize high school faculty as Graduate Assistants (GA) or Teaching Assistants (TA) to deliver concurrent enrollment courses as allowed by the institution's hiring practices and in alignment with the Higher Learning Commission's Assumed Practices.
- B. All concurrent instructors, including GAs and TAs, must participate in orientation and training activities provided by the concurrent enrollment provider institution or academic department.

- C. Institutions shall provide concurrent instructors, including GAs and TAs, with professional development opportunities.
- D. All concurrent enrollment faculty, including GAs and TAs, shall be evaluated regularly in accordance with established institutional policies and procedures.

3.10.8 Transferability of Credit

Institutions must notify the student or the student's parent or guardian how the concurrent course the student enrolled in applies toward meeting degree requirements and the transferability of the credit.

3.10.9 Memorandum of Understanding

Institutions partnering with a high school to offer concurrent enrollment coursework to a group or cohort of students must have a Memorandum of Understanding (MOU). The MOU shall detail the expectations, obligations, and responsibilities of each party. 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. A copy of the MOU shall be sent to OSRHE staff for notification and record keeping. An MOU is not required for individual students enrolling in concurrent coursework at an institution.

3.10.10 Off-Campus Geographic Service Areas

- A. Consistent with the "home rule" standard in 3.17.8, 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.

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. Institutions may offer approved on-campus concurrent enrollment courses within their geographic service area without separate approval by the State Regents.

A school district may invite a preferred institution to provide concurrent enrollment services for the district or a specific high school, regardless of geographic service area or geographic location of the preferred institution to the school district or high school. 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.

- B. Geographic service areas do not apply to online courses.

3.10.11 Early College Programs

An Early College in High School (ECHS) program is a cohesive collection of concurrent courses that make up a program and culminates in the awarding of an academic credential, such as an associate's degree. Because an ECHS program is more than just a single concurrent course, additional standards are necessary and shall, therefore, meet the following standards.

- A. Targeted Admissions Design

ECHS Programs shall be designed with the intent of providing the opportunity, encouragement, and confidence to earn a credential beyond high school to traditionally underserved student populations and students who do not already aspire to continue their education.

- B. Program Design and Benefit to Students

An ECHS Program must ultimately lead to students earning a meaningful credential in conjunction with their high school diploma.

- C. Student Support

Before implementing an early college program, an institution should:

1. Build a strong partnership with participating high schools.
2. 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.
3. Implement policy and practice to mitigate future negative consequences for students, academically or otherwise, as much as practically possible.

- D. Cost of Participation

1. Institutions shall not ask student participants to assume the cost of tuition, regardless of family ability to pay.
2. Institutions shall pursue options to reduce or eliminate cost for student fees and costs for other required materials.
3. If institutions rely on potential supporters and financial partners to finance the ECHS Program, firm written commitments must be in place before the program is launched.

- E. Authorization

Institutions must be authorized to offer ECHS Programs. In addition to providing the signed MOU, an institution must submit an ECHS Program proposal request form that addresses the following:

1. The students who will be served by the program.
2. Detailed explanation of the distinct benefits the student will gain from participating in the program.
3. Detailed explanation of the support services and readiness tools in place to ensure student success.

4. Comprehensive plan detailing how the program will be financed, including plans to eliminate financial barriers and potential supporters and financial partnerships.
 5. Detailed explanation of the metrics that will be used to measure student success.
- F. 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.
 - a. 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.
 - b. 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.

3.10.12 Accountability, Compliance, and Data Reporting

All State System institutions offering concurrent enrollment programs shall follow NACEP standards of practice.

- A. Institutions with an ECHS program will submit an annual report to State Regents' staff using the appropriate form available on the State Regents' website.

- B. State Regents' staff will use the Unitized Data System (UDS) to annually report the following concurrent enrollment data to the State Regents.
 - 1. Number of all concurrent enrollment credit hours attempted and completed, and the grade point average for the following categories:
 - a. On-campus courses
 - b. Online courses
 - c. Off-campus courses
 - d. Early college courses
 - 2. Number of degrees or certificates awarded to students who specifically participated in an early college program.
 - 3. Demographic information demonstrating targeted underserved populations benefitting from and being served by an early college program.
- C. 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.

Concurrent Enrollment Policy: Approved May 29, 2017. Revised May 29, 2020 to reference "Final Composite Score." Revised April 15, 2021 to add section on service areas. Revised May 28, 2021 to include Early College Programs; revised March 24, 2022 to add evaluation of Early College Programs and procedures of approval, etc. ; May 29, 2026.

3.11 UNDERGRADUATE TRANSFER AND ARTICULATION OF COURSES

3.11.1 Purpose

This policy facilitates the transfer of students between and among career technology centers, community colleges, 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 credits 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 in the Undergraduate Degree Requirements policy are met. If 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 institution. 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 listed on the CEP and classified as upper-division even if taught at a community college as lower-division courses, shall 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 associate degree-granting institution shall list and update the requirements for each program leading to the associate degree and shall publicize those requirements for use by all other institutions in the State System. Each associate degree-granting institution shall include in its official publications (whether print or electronic) information stating all pre-requisite requirements for each of its courses. All requirements for admission to a 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 the associate degree-granting institution shall govern prerequisites, provided the student has had continuous enrollment as defined in the official college publications.
- I. 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-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 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.
- J. Institutions must publish current transfer guides and keep archived copies. The transfer guides shall include institutional procedures for the evaluation of course equivalency and a description of the appeals process. Institutions will include a link on their website to the systemwide course equivalency matrix, which is maintained online and updated annually by the State Regents.
- K. Credit for prior learning, once recorded at a State System institution, is transferable on the same basis as if the credit had been earned through regular study at the awarding institution. See the State Regents' Credit for Prior Learning policy.

- L. Courses listed on the Course Equivalency Project Matrix shall be accepted by all institutions listed as equivalent for the academic year during which those institutions' courses are listed and for when the student completed the course. 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.
 - 4. Course equivalency determinations shall be made without reference to course modality.

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 current retention standards described in the Institutional Admission and Retention policy, 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 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 A.1 and A.2 above.
- C. 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.
 - 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 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 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 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 Articulation of Courses from Oklahoma Career Technology Centers Through an Articulation Agreement

State System institutions may accept credit from Oklahoma technology centers using a Cooperative Agreement, as defined in State Regent policy 3.6.3.B.3.

Admission Policy: Revised December 9, 1994; June 28, 1995; June 28, 1996; June 27, 1997; September 5, 1997; April 3, 1998; December 3, 1999; February 18, 2000; December 1, 2000; February 9, 2001; March 30, 2001; June 29, 2001; October 26, 2001; February 7, 2002; June 27, 2002; September 13, 2002; November 1, 2002; December 5, 2002; June 30, 2003; June 30, 2004 and November 29, 2007. IEP Policy: Revised August 16, 1994; April 11, 1997; May 30, 2003. Undergraduate Degree Requirements Policy: Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004. Credit for Extracurricular Learning Policy: Revised February 8, 1995. Uniform Course Numbering Policy: Approved December 15, 1970. Revised for GPA purposes, June 24, 2010. Revised for technology center transfer credit purposes, May 26, 2017. Revised to address the Course Equivalency Project Matrix, April 26, 2018. Revised technology center transfer credit review process, October 24, 2019. Revised to reflect changes to USDE regulations related to accreditation May 28, 2021; June 29, 2023.

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. 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" 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 determine financial aid eligibility, admission to graduate or professional programs, or for graduation honors.

Remedial courses, audited courses, and courses in which the grades of I, W, AW, S, U, P, NP, N, and X are given are not calculated in the GPA or CGPAs. Institutions may calculate and include on student transcripts additional GPAs such as semester, transfer, institutional, combined, etc.

3.12.4 Remedial Courses

Remedial/developmental courses shall be coded as zero-level and collegiate-level credit may not be awarded for the completion of these courses. Remedial/developmental courses may be graded "S-U" or "P-NP" or letter graded at the discretion of the institution. Regardless of the grades awarded, remedial/developmental courses are not calculated in the GPA or CGPAs.

3.12.5 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.

A student shall have the prerogative to repeat any courses up to 4 attempts, including the initial attempt, to achieve a higher grade. Only the highest grade earned of the 4 attempts will be used in the calculation of the GPA. Any attempt after the first 4 attempts will be used in the calculation of the GPA. All attempts shall be recorded on the transcript with the earned grade for each course listed in the semester earned. Exceptions to the limit to the number of attempts may be approved at the discretion of the Chief Academic Officer or their designee.

B. Academic Reprieve

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.

Offering academic reprieve for students is optional for all State System institutions.

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 subsequent to the semester for which a reprieve is sought (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 enrollment. 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.
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

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.

Offering academic renewal for students is optional for all State System institutions.

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 subsequent to the time period for which the renewal is sought (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.

3.12.6 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.

The Explanation of Grades section of the transcript will note the courses and semester(s) reprieved or renewed. Institutions will include a legend developed by the State Regents and consistent with this policy which defines the grading symbols listed on the student's transcript to the reader.

Approved May 29, 1992. Revised December 9, 1994; March 29, 1996; December 1, 2003, and June 24, 2010. September 4, 2014; September 7, 2023.

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.

Approved January 19, 1971. Revised August 16, 1994; March 12, 1999; December 3, 1999; June 30, 2000; June 29, 2023.

3.14 GRANTING OF DEGREES AND OTHER AWARDS

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 academic 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.
- C. Sample diplomas for use in the current academic 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' 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. Awards given for completion of short courses, non-credit offerings, micro-credentials, basic education courses, or other experiences shall be submitted to the State Regent staff for record keeping using the UDS system.

A. Degree Revocation

1. Once conferred, an earned degree may be revoked only after an institution - following its established procedures and affording lawful due process - makes a finding supported by clear and convincing evidence that a graduate committed a serious violation of academic integrity or academic misconduct including, but not limited to, a significant misrepresentation related to admission or other act of fraud in obtaining the degree. After adoption of such a finding, the institution's governing board may then recommend revocation of that graduate's degree to the State Regents through its board chair or president.
2. The State Regents will review the institution's recommendation but not perform a de novo review of the record. The State Regents will approve the recommendation to revoke unless there is substantial evidence in the record that the institution acted in an arbitrary and capricious manner during the degree revocation process. The graduate may submit new or previously undiscovered evidence to the State Regents that the institution did so act, but it must be received by the

State Regents within thirty (30) days of the graduate's receipt of notice from the institution of the governing board's recommendation to revoke their degree. The institution will have thirty (30) days to submit a written response to any new or previously undiscovered evidence submitted by the graduate.

3. The Chancellor will notify the institution's board chair or president of the State Regents' decision to approve or not approve the recommended revocation. The institution may then notify the graduate of that final determination and proceed accordingly.

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 are made at the discretion of the institution's governing board. Notification of all honorary degrees shall 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 and peer recognition through publications, creative works, or scholarly research in the fields of the arts, humanities, or social sciences.

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 academic 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 position.
- 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 be unearned, non-academic degrees recognizing the meritorious but incomplete earned work of a deceased student who has completed at least two-thirds of their academic degree. Decisions to confer a posthumous degree are made at the discretion of the institution's governing board. Notification of all posthumous degrees shall 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

Approved July 28, 1970. Revised June 25, 1990; May 30, 1997; January 29, 1999; September 7, 2023.

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 AA and AS Degrees

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

- A. 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:

Credit hours	Course Areas
6	English Composition
6	U.S. History and U.S Government (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.
6	Science (one course must be a laboratory science)
6	Humanities (Chosen from non-performance courses)
3	Mathematics
3	Guided Electives (Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama)
	Additional liberal arts and sciences courses as needed to meet the minimum total of 37 credit hours as required by 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 computer proficiency through one of the following options:
 - 1. 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, cybersecurity, artificial intelligence, or information systems; or
 - 2. Satisfy an institution's computer proficiency assessment.

NOTE: Computer science courses (one or more unites) that meet the State Regents' guidelines for high school curricular requirements may satisfy the post-secondary systemwide computer proficiency graduation requirement.

- 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 AAS Degrees

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

- A. The completion of 60 semester-credit-hours, excluding physical education activity courses, with an overall GPA of 2.0.
- B. The completion, as a portion of the overall 60 semester-credit-hours, of a basic general education core of a minimum of 18 semester-credit-hours listed as transferable on the State System Course Equivalency Project matrices, instructed by general education faculty and which shall include the following:

Credit hours	Course Areas
6	English Composition (Must include two courses from one or more of the following three areas: a. A college level communications course in general, applied technical writing; or b. A course in English grammar and composition; or c. A college-level oral communication course
6	U.S. History and U.S Government (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.
6	General Education Electives (Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama)

- C. The completion of a minimum of 27 hours in a technical-occupational specialty.
- D. The completion of support and related courses if needed to total a minimum of 60 hours.
- E. 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, if needed, elective elements which allow students to complete courses complementary to their major, earn a minor, or 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:

Credit hours	Course Areas
6	English Composition
6	U.S. History and U.S Government (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.)
6	Science (one course must be a laboratory science)
6	Humanities (Chosen from non-performance courses. Courses defined as humanities by the institution at which the course was completed.)
3	Mathematics
3	Guided Electives (Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama))
	Additional liberal arts and sciences courses as needed to meet the minimum total of 40 credit hours as required by this policy.

Bachelor's Degree with Fewer than 120 Credit Hours

Credit hours	Course Areas
6	English Composition
6	U.S. History and U.S Government (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.)
6	Science (one course must be a laboratory science)
6	Humanities (Chosen from non-performance courses. Courses defined as humanities by the institution at which the course was completed.)
3	Mathematics
3	Guided Electives (Fulfilled by psychology, social sciences, foreign languages, fine arts (i.e., art, music, drama))

C. Types of Baccalaureate Degrees

The State Regents recognize three types of baccalaureate degree designations: the BA degree is awarded for successful completion of a program of study that is primarily liberal arts and sciences; the 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 number of liberal arts and sciences hours 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.

With State Regents' approval, institutions may offer 90-credit-hour baccalaureate degree programs as allowed by the Functions of Public Institutions policy, provided the programs meet all academic quality standards and accreditation requirements. 90-credit-hour degree programs shall be based upon a minimum of 90-credit hours and a maximum of 120-credit hours.

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. 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.

NOTE: 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.

6. 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 must 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.

7. The requirements and standards set forth in this policy statement should be considered minimum.

E. Summary of Minimum Standards for a Baccalaureate Degree

Bachelor of Arts Degree

	Number of Credit 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 Credit 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 Credit 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

Bachelor's Degrees with Fewer than 120 Credit Hours

	Number of Credit Hours Required
Total semester credit hours required	90
General education	30
Liberal arts and sciences course work	30
Credit in residence at the awarding institution (10 of the final 22 hours or 50 percent of the major also required in residence)	22
Credit from a baccalaureate degree-granting institution (40 hours must be upper-division)	45
Area of specialization (50 percent must be upper-division)	40

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.

Approved April 15, 1994; Revised April 3, 1998; June 30, 1998; October 15, 1999; April 7, 2000; April 1, 2004; September 7, 2023.

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. Publications and methods for awarding credit for prior learning include, but are not limited to:
 - 1. ACE Guide to Evaluation of Educational Experiences in the Armed Forces.
 - 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.
 - 4. Standardized examinations (e.g., AP, CLEP, 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 CAEL or other standardized guidelines.
 - 7. Courses delivered on the main campus and transcribed by the 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. Institutions may also accept 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.
- E. Neither the ACT nor the SAT shall be used by State System institutions for awarding credit.
- F. Credit awarded for prior learning may be applied to a degree program meeting the requirements of the institution conferring the degree.
- G. Credit awarded for prior learning (number of semester hours and level) shall not exceed HLC standards.
- H. 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.
- I. The institutional procedures used to validate prior learning must be objective to the extent that external evaluators would reach the same conclusion.

- J. 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 on the transcript.
- K. 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.
- L. 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 Training 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 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 ACE. The institution's President or designee 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.

Approved July 24, 1972. Revised July 28, 1975; October 23, 1985; February 8, 1995; January 29, 2015, May 27, 2016; December 10, 2021; September 7, 2023..

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 (DE) 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 DE and blended courses and programs. 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

As required by SARA policy and 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 public and private Oklahoma degree-granting institutions, monitoring participating institutions' compliance with SARA policy, and removing from participation institutions that fall out of compliance.

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 policy.

All references to the [SARA Policy Manual](#) or SARA policy refer to the version of the SARA Policy Manual most recently approved by the four regional compacts and the NC-SARA Board according to the SARA Policy Modification Process currently in effect. 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 for approval by the OSRHE 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; and
- 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. Private Institutions

In addition to the above, SARA policy requires private institutions to demonstrate financial responsibility sufficient for SARA participation by maintaining a minimum federal financial responsibility composite score ("composite score" or "score") of 1.0. This requirement applies to all private institutions, regardless of whether the institution participates in Title IV.

- a. An institution's composite score shall be determined consistent with the requirements and provisions in the SARA Policy Manual.
- b. An institution that applies for initial approval whose score is below 1.0 will not be approved.
- c. If OSRHE becomes aware that a participating institution's score has moved below 1.0, OSRHE shall notify the institution that it is out of compliance with SARA policy. The institution shall have 90 days from the date of the notice to provide verifiable documentation of a score above 1.0 calculated from its most recent audited financial statement. Verifiable documentation shall consist of documentation of a calculation of the score by the responsible federal agency or a certified, independent accountant acceptable to the OSRHE. OSRHE shall make the final determination whether the submitted documentation is sufficient to establish a score of 1.0 or above for purposes of SARA participation. The institution is prohibited to enroll any new students from the date of the notice to the date of OSRHE determination that the documentation is sufficient as described above. An institution that is unable to provide such documentation by the end of the 90-day period, or whose documentation is not sufficient as described above, shall be removed from SARA according to the procedures for Removal or Non-renewal of Participation

found on the [OSRHE State Authorization Reciprocity Agreement webpage](#).

- d. For institutions owned or controlled by another entity, the relevant score will be the composite score of the owning or controlling entity, as identified by the OSRHE.
- e. A participating institution that determines or is notified by an entity other than OSRHE that its composite score has changed to below 1.0 shall notify the OSRHE of the change within 30 calendar days of its determination or receipt of the notification, with any documentation related to the change in score.

B. Participation

To maintain participation in SARA, institutions must maintain compliance with the standards and requirements provided in the institutional SARA application form and the SARA Policy Manual.

C. Institutional Disclosure Requirements

SARA policy requires all participating institutions to provide certain disclosures directly to the OSRHE and others publicly on its website. Participating institutions shall follow the procedures for Disclosures found on the [OSRHE State Authorization Reciprocity Agreement webpage](#).

D. Catastrophic Events/Disaster Recovery

All SARA-participating institutions shall maintain a catastrophic event/disaster recovery plan. The plan shall be reviewed and updated on a defined periodic basis, for example, every two years. The institution shall provide a copy of the plan or a summary thereof to the OSRHE upon request.

The institution's catastrophic event/disaster recovery plan shall fulfill its accreditor's requirements, and provide the additional policies and procedures found on the [OSRHE State Authorization Reciprocity Agreement webpage](#).

E. Provisional Participation

Oklahoma institutions may be admitted to or renewed for SARA participation on provisional status or placed into provisional status consistent with the requirements and provisions 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.

F. Non-Compliance

If a participating institution falls out of compliance with the participation requirements described above, 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.

G. Removal from or Non-renewal of Participation

SARA policy requires the OSRHE to remove from participation or not approve for renewal an institution if:

1. It fails to renew its participation under the terms of the SARA Policy Manual.
2. It fails to pay its annual fees as required in the SARA Policy Manual.
3. It loses or withdraws from institutional accreditation by a USDE-recognized accreditor.
4. Its federal financial responsibility composite score falls below 1.0.

An institution that has been removed from or not renewed for participation will receive written notification from OSRHE and shall follow the procedures for Removal from or Non-renewal of Participation found on the [OSRHE State Authorization Reciprocity Agreement webpage](#).

The institution may reapply for participation when it has regained compliance with SARA policy requirements for initial approval that are in effect at the time of its reapplication.

H. Appeals

Institutions may appeal denial, non-renewal, or removal of SARA participation. Institutions that wish to submit an appeal shall follow the procedures to Appeal Removal or Non-renewal found on the [OSRHE State Authorization Reciprocity Agreement webpage](#).

I. Post SARA Activity

Oklahoma SARA-participating institutions that have been removed from or non-renewed for SARA participation must meet non-SARA state requirements in states where any new students are admitted after removal or non-renewal.

J. SARA Student Complaints

Students attending an institution through SARA who have a complaint about the institution's compliance with SARA policy may appeal the institution's final resolution of their complaint to the OSRHE. To do so, the student shall follow the procedures for Student Complaints found on the [OSRHE State Authorization Reciprocity Agreement](#) webpage.

K. Consumer Protection

SARA consumer protection provisions require OSRHE to investigate and resolve allegations of dishonest or fraudulent activity by Oklahoma SARA-participating institutions. Individuals wishing to report a consumer protection issue shall follow the procedures for consumer protection found on the [OSRHE State Authorization Reciprocity Agreement webpage](#).

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

Out-of-state, non-SARA participating institutions must be authorized by OSRHE to operate as a degree-granting institution in Oklahoma by any modality, including offering degree-related courses and programs by online-only distance education. See OSRHE policy section 3.1 Institutional Accreditation and State Authorization.

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 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.

3.17.12 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.

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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.

3.17.14 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.

3.17.15 Reporting

- A. Institutions will use the UDS to annually report distance education and traditional off-campus courses to the State Regents.
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- 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.

Combined Electronic Media, Off-Campus, Learning Site Policy: Approved May 30, 2003. Electronic Media Policy: Approved June 28, 1995. Revised January 24, 1997; June 30, 1998; June 29, 2001. Off-Campus Policy: Approved April 29, 1968. Revised February 22, 1988; September 23, 1994; January 24, 1997; June 29, 2001. Learning Site Policy: Approved April 16, 1999. Definitions and Electronic Media Policy sections revised and adopted by the State Regents April 2, 2009; May 29, 2015. Revised October 21, 2021 to remove references to the University Center of Southern Oklahoma; October 19, 2023.

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 or 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 or 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 or voluntary (i.e. registering to vote, obtaining a driver's license). These acts and 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 they have been in the state for at least a year primarily as a permanent resident and not primarily as a student and have 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 provided in 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 they 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 or out-of-state classification previously determined and may request documentation to determine the student's in-state or 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 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 provided 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 who meet the criteria for SSR established by the [US Department of Homeland Security](#), or have been given TPS by [US Citizenship and Immigration Services](#), are eligible for in-state tuition. The university DSO must provide a letter of verification to support SSR or TPS eligibility.

3.18.6 Foreign Service Officers and Members of the Intelligence Community

Foreign service officers (22 U.S.C. § 3903) employed by the United States Department of State and members of the intelligence community (50 U.S.C. § 3003) enrolled in a State System institution are entitled to pay in-state tuition and fees if their home residency is Oklahoma, even if they permanently work abroad to fulfill their duties. Spouses and dependent children of foreign service officers and members of the intelligence community are also eligible for in-state tuition. See 20 U.S.C. § 1015d.

3.18.7 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 spouses who provide evidence that they are on 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, the 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 a State System institution at which they intend 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 provided in this policy.

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

A student who files with a State System institution 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.
 4. Is a member of the uniformed services, or the spouse or dependent of a member of the uniformed services, who has been stationed for more than one (1) year in Oklahoma at any time in the previous ten (10) years before the date of enrollment in the course(s) concerned.
- 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, the dependent children or 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
- 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 enroll 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. Exhausts education assistance provided under Chapter 30, 31, 33 or 35 of Title 38 of the United States Code; or
 3. Exhausts education assistance provided under 38 U.S.C. § 3319.

3.18.8 Full-Time Professional Practitioner or Worker

A U.S. citizen or lawful permanent resident who provides evidence of having come to Oklahoma to practice a profession on a full-time basis, conduct a business full time, or work on a full-time basis shall be immediately classified as in-state status along with the individual's spouse and dependents without the 12-month domiciliary requirement so long as they continue in full-time employment capacity or until they independently establish in-state status as provided 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.

3.18.9 Citizens of Freely Associated States

In accordance with 48 U.S.C. § 1988(b)(1)(E), citizens of the three Freely Associated States, which are the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau, are eligible for out-of-state tuition waivers. Effective on July 1, 2024, for the 2024-25 award year and each award year thereafter, an institution shall not charge more than its in-state tuition rate to citizens of the three Freely Associated States.

Approved: July 1958. Revised March 28, 1967; December 16, 1974; June 29, 1977; July 25, 1984; December 5, 1988; October 23, 1989; March 24, 1993; June 28, 1996; June 30, 2003; April 1, 2004; October 25, 2007 (effective November 1, 2007); April 22, 2010 (Approved revised policy effective Fall 2011- earlier implementation is possible through an exception requested by the President and approved by the Chancellor; revised June 24, 2010 (approved slight change to the Military Personnel section of the policy (implementation Fall 2011 unless approved by exception by the Chancellor); May 25, 2012 (Approved slight change to the Definitions section of the policy). December 6, 2012 (Approved slight change to the Military Personnel section). September 4, 2014; May 29, 2015, April 20, 2017, January 24, 2019, March 28, 2019, April 15, 2021, April 28, 2022, June 23, 2022, December 9, 2022; September 7, 2023.

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 by December 31 prior to the start of the academic year to which the proposed calendar applies.

3.19.4 Spring Break

In accordance with [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 Career 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.

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 Career and Technical Education, and the Chancellor for Higher Education.

Approved January 19, 1971. Revised February 27, 1980; August 16, 1994; March 12, 1999; December 3, 1999; June 30, 2000; May 28, 2021; September 7, 2023.

3.20 STUDENT ASSESSMENT

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 gaps in essential academic skills in English, mathematics, reading, and science and to provide guidance on to addressing 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's Criteria for Accreditation and Core Components and consistent with State Regents' Academic Program Review policy.

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 regularly evaluate and document the validity and reliability of the assessments.

Assessments 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 and Co-requisite Instruction

Certain disciplines, most notably English, mathematics, and science, build on requisite knowledge. College courses in those disciplines assume a student's knowledge base is gained in high school or other previous experiences. It is, therefore, imperative that students who are not assessed as not college ready in these fundamental disciplines 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 if 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 one or more of the following options to students.

1. Co-requisite courses. Co-requisite courses are courses that provide just-in-time academic support to students who are simultaneously enrolled in a connected college-level course. Such courses may be supported through tuition, student fees or other funding sources. Credit hours for corequisite courses must be fewer than the minimum credit hours required for the connected course.

2. Supplemental instruction. These are non-credit bearing academic support activities that occur alongside credit-bearing courses. Examples of supplemental instruction include but are not limited to peer-led tutoring, instructor-led tutoring, in-person or online labs. Supplemental instruction activities shall be supported through mandatory fees, academic service fees, or other external funding sources.

All State System institutions may offer 0-level remediation courses that serve a special population, such as English language learner or adult students who elect to enroll in such a course. Each subject area (such as English, mathematics, or reading) must be limited to a single tier of 0-level remediation courses and a single-tier of co-requisite courses. These courses may be supported through tuition, student fees, or other funding sources.

D. 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.

E. 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.

F. Student Engagement and Satisfaction

To assess student perceptions of academic and campus programs and services, 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.

G. 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.

Approved October 4, 1991. Revised April 15, 1994; June 28, 1995; June 28, 1996; October 22, 2015, September 3, 2020; October 19, 2023.

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' educator preparation 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 educator preparation program faculty.

3.21.2 Criteria for Admission to Educator Preparation Programs

This section includes the criteria for admission to educator preparation programs. Students may qualify for admission to an educator preparation program in a State System institution 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.
- E. The PRAXIS test is an acceptable performance measure for students who have completed at least 30 credit hours.
- F. Possess a baccalaureate degree from an institution accredited by an organization recognized by the U.S. Department of Education for the purpose of accrediting institutions of higher education in the United States, and approved by the OSRHE.

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

Institutional and individual educator preparation program's 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 educator preparation programs.

3.21.3 Degree Requirements and Guidelines for Articulation of Educator Preparation Programs

The offering of courses and programs classified as professional educator preparation 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 educator preparation programs may accept transfer coursework from community colleges or 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 each of the following academic core areas: English, mathematics, science, and social sciences. This requirement may be satisfied through general education courses taught at either a community college or university, as well as through specialized methods or Arts and Sciences courses taught at a 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 [OAC 218:10-5-3\(f\)\(6\)](#) of the Office of Educational Quality and Accountability (OEQA) and [70 O.S. § 6-185\(A\)\(2\)\(b\)](#). 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. Educator 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.
- E. 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 Educator Preparation Faculty

The following guidelines are necessary to keep educator preparation 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 [70 O.S. § 6-186](#), educator preparation faculty, including administrators 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 educator 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](#).

Criteria for Admission to Teacher Education in Oklahoma Institutions Policy: Approved December 1989. Revised May 29, 1992; May 28, 1993; January 26, 1996; May 24, 2002, May 29, 2020; April 15, 2021. Guidelines for Articulation of Teacher Education Programs Policy: Approved September 26, 1977. Revised October 15, 1999. Guidelines for Teacher Preparation Policy: Approved May 27, 1994; revised January 29, 2015; revised April 26, 2018. Guidelines for Participation on Residency Year Committees: Approved January 29, 2015, revised October 25, 2018. Degree Requirements and Guidelines for Articulation of Teacher Education Programs: Approved June 27, 2019; revised April 15, 2021. Definitions, Criteria for Admission to Teacher Education Programs, Degree Requirements and Guidelines for Articulation of Teacher Education Programs updated May 29, 2020. Updated language related to institutional accreditation May 28, 2021; September 7, 2023.

3.22 OKLAHOMA TEACHER CONNECTION

The mission of the Oklahoma Teacher Connection 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.”

Permanent Rule Effective 5/13/, Revised 10/26/06. Revised October 20, 2011. Revised June 25, 2015; June 29, 2023.

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.

Approved 1983; June 29, 2023.

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 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 HLC and the 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 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 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 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 CDA 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 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. Southwestern Oklahoma State University 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. Northeastern State University Doctor of Optometry

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the ACOE of the American Optometric Association 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. Oklahoma State University Doctor of Veterinary Medicine

Admission, grading, promotion and graduation standards will be determined by college faculty in accordance with the AVMA Council on Education

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 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 OBN and the ACEN or the 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 the OBN and the ACEN 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 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 not otherwise reimbursed.
4. Responsibility for assessing student achievement and for awarding academic credit shall lie with the academic institution, whenever students are utilizing the clinical component of their health-related programs for application toward an academic degree or certificate.

E. Standards Relating to Awarding Academic Credit

1. Colleges and universities desiring to award academic credit for work taken by students engaged in clinical training carried out by external agencies shall submit requests for approval of specialized course offerings to the State Regents prior to the signing of affiliation agreements with external clinical agencies. 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.

OU and OSU Colleges of Medicine Admission Standards: Approved June 26, 1989. Revised August 16, 1994. Revised February 12, 2009. OU College of Medicine: Approved May 27, 1981. Revised September 8, 1995. Revised September 9, 2010. OSU College of Osteopathic Medicine: Approved April 22, 1981. Revised April 11, 1997; March 29, 2018; May 31, 2019. Graduation Criteria Revised December 3, 2009. OU College of Dentistry: Approved January 19, 1971. Revised September 9, 2010. Admission Standards Revised December 3, 2009. OU College of Dentistry Functions: Approved January 19, 1971. Revised September 9, 2010. Revised December 3, 2009. OU Doctor of Pharmacy: Approved May 5, 1990, Revised December 9, 1994. Revised December 3, 2009. NSU College of Optometry Admission Standards: Approved July 23, 1980. NSU College of Optometry: Approved July 29, 1981. Revised December 3, 2009. OSU College of Veterinary Medicine: Revised fall 1971; June 20, 1975; February 8, 1995; April 3, 1998; April 1, 2004; December 1, 2016. OU College of Law Functions: Approved May 1, 1970. Revised October 28, 1974. Revised December 3, 2009. OU College of Law Admission Standards: Revised February 12, 1965; January 24, 1972; June 27, 1997; December 3, 2009; June 25, 2020. Nurse Education Programs: Approved December 15, 1970. Revised December 3, 2009. Health Education with External Clinical Component: Approved April 28, 1980. Business Programs: Approved May 26, 2000. Revised December 3, 2009. SWOSU Doctor of Pharmacy: Approved May 25, 2012. OUHSC Doctor of Audiology, Doctor of Nursing Practice, Doctor of Physical Therapy, Doctor of Public Health, and Doctor of Science in Rehabilitation Science and LU Doctor of Physical Therapy: Approved March 7, 2013; October 19, 2023.