

3.9 INSTITUTIONAL ADMISSION AND RETENTION

3.9.1 Purpose

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

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

3.9.2 Admission of First-Time Freshmen: Curricular Requirements

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

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

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

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

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

- 2 additional units: Fine arts - music, art, drama, and speech
- 1 additional unit: Lab science (as described above)

- 1 additional unit: Mathematics (as described above)

- 4 Recommended Units

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

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

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

B. Curricular Deficiencies

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

3.9.3 Admission of First-Time Freshmen: Performance Requirements

Students must meet the criteria for both the high school curricular requirements and the high school performance requirements as defined in the following sections. ACT or SAT assessments may be used as described in the option 1 standards listed below.

The ACT score used for admission purposes is the composite score without the writing component. The SAT score used for admission purposes is the combined critical reading and math scores without the writing component. Students utilizing a test other than ACT will have their scores converted to ACT equivalents.

The high school class rank is one more than the number of students in the high school graduating class who have a high school GPA greater than the student in question.

A GED score may be used for the purposes of admissions. 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;
2. has met the curricular requirements as set forth in part 3.9.2 of this policy; and
3. meets one of the following criteria by year for performance on standard tests or high school performance, is eligible for admission to either of the research universities in the State System.

Option 1: Standardized Tests	ACT or SAT	Top 33.3%
Option 2: High School Performance A	High School GPA (All Courses) and Class Rank	Top 33.3%
Option 3: High School Performance B	High School GPA in State Regents' Required 15 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.

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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~~ 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

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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

4. 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.

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

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

3.9.4 International Student Admission and Admission of Non-native Speakers of English

International undergraduate students are required to meet equivalent academic performance standards as listed in section 3.9.3 above. Additionally, both first-time undergraduate and graduate students for whom English is a second language must present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another college or university.

A. Non-native Speakers of English

Transfer students who are non-native speakers of English must meet the same transfer admission standards as outlined in this policy, dependent upon their educational background, or have attended a college or university where English is the primary teaching language 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.

- B. 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

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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.

C. First-Time Undergraduate and Graduate Students

1. 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.

2. 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*.
3. High School Performance. Undergraduate students must have successfully completed the high school core requirements in or graduate from high school where English is the primary language of instruction.
4. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary language of instruction.
5. Institutional Discretion. In extraordinary and deserving cases, the President designee may admit a student in lieu of the above requirements. In those situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Exceptions must be appropriately documented and reported to the State Regents annually.

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

D. 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:

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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.

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