

Local Virtual Academies

A discussion of virtual schools would not be complete without an analysis of those schools that offer supplemental coursework online. These schools do not, in contrast to virtual charter schools, offer any programs leading to a degree. However, they make certain courses available to students who need them. An example of one such school is the Union Virtual Learning Academy ([Union](#)). The Union Virtual Learning Academy (VLA) requires that its students be incoming high school freshmen, at least, and have a minimum grade point average (GPA) of 2.5. Their courses are taught by Union High School faculty. Jenks is another school system that has its own virtual academy.

In a lengthy conversation with Gart Morris, Executive Director of Instructional Technology at Union High School, it became clear that there are successful virtual academies at local Oklahoma schools. The VLA at Union began in 2009 with their summer program beginning in 2014. There is no charge to Union students for the school-year classes. Summer classes cost \$250 each because there is no state aid for summer courses. Currently, 1400 Union students take a virtual class each year.

Students have a wide range of courses to choose from. When asked what kinds of students chose to take one of more virtual courses, Mr. Morris indicated that virtual courses attracted the better students. Virtual courses are not used for credit recovery. Instead, they are taken by students who cannot fit a traditional class into their schedule. This may occur because the student is already taking a number of advanced classes or it may occur because of conflicts with extracurricular activities.

In limiting online courses to students taking the course for the first time, Union's policy is consistent the research discussed in a January article in The New York Times ([Dynarski](#)). This article cites several studies that suggest that using online classes for credit recovery does a disservice to the students who take these classes. The students might pass the classes, but research has shown that they do not learn as much as in a traditional classroom and, therefore, have difficulty with subsequent courses in the same area.

When asked about the quality of the online classes in contrast to traditional classes, Mr. Morris noted that all of their virtual courses had to be NCAA approved. However, they do not follow the same curriculum as traditional classes. All the virtual courses offered are purchased from the Florida Virtual School ([Florida Virtual School](#)).

Blended courses and flipped learning

Some schools have discovered that neither traditional nor virtual schools are the answer in all circumstances. Two ways in which schools are using technology and face-to-face learning are blended courses and what is known as flipped learning. An article about the use of blended learning at Union High School ([Hardiman](#)) illustrates how a typical blended course works.

The students do most of their work online following a competency-based model that allows students to move from one concept to the next as soon as they have demonstrated mastery; however, they are able to get help from a flesh-and-blood instructor if they need it. The instructor is also involved in making sure that the students keep up with their work. In the case of Union High School, students are able to take advanced math classes such as pre-calculus for college credit as a blended course.

Instructors of such courses report that the ability to work one-on-one with students is one of the greatest advantages of the blended approach. Students who don't need help may not need to call on the instructor and may even work ahead. But, when students need help, they are encouraged to identify exactly where they are having a problem. Instructors say that this helps build rapport between student and teacher.

Flipped learning is a slightly different kind of blended learning. It contains a technological component and a face-to-face component. It is called "flipped learning" because in a traditional classroom, the instructor gave a lecture and then gave the students an assignment in which they were to apply what they had learned. In a

flipped classroom, the students listen to the lecture before coming to class. In class they engage in hands-on projects that help them apply what they have learned.

The face of education is constantly changing. One of the more recent experiments to be tried in Oklahoma is the Momentum School model proposed by the Oklahoma Public School Resource Center. The Center introduced this model after visiting the Innovations Early College High School, a public school that is part of the Salt Lake City system.

The goals of this approach are to:

- provide students with access to blended learning regardless of time;
- provide high-quality courses for all students through blended learning;
- use the power and scalability of technology to customize education so that students may learn in their own style preference and at their own pace;
- use technology to remove the constraints of a traditional classroom. This allows students to access learning at any time and in any place, facilitating flexibility to take advantage of their peak learning time;
- provide personalized learning where students can spend as much time as needed to master the material;
- provide greater access to self-paced programs, enabling high-achieving students to accelerate academically, while struggling students have additional time and help to gain competency;
- allow students to customize their schedule to better meet their academic goals; and
- provide quality-learning options to better prepare students for post-secondary education and career opportunities. ([Momentum Schools](#))

This approach is unique in that it puts students in charge of their own education. Teachers no longer direct the student; the students set goals and can progress as rapidly as they wish. This is a performance-based approach and is not simply for the most capable or the least capable students.

Homeschooling

Homeschooling does not necessarily entail the use of virtual courses. However, many parents who choose to home school their children use online programs. Although this restudy of the LWVOK position on education did not investigate homeschooling in depth, it is important to note that “Oklahoma is the only state that guarantees the right to home school as part of its constitution. Article XIII, Section 4 states that ‘The Legislature shall provide for the compulsory attendance at some public or other school, unless other means of education are provided, of all the children in the State who are sound in mind and body, between the ages of eight and sixteen years, for at least three months in each year.’ It is generally agreed in Oklahoma legal circles that ‘or other school’ includes home schools” ([Homeschool](#)).

Information on homeschooling to be found on the State Department of Education website is included in Appendix II, Section B.

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POST-SECONDARY EDUCATION

History of Higher Education in Oklahoma

Shortly after the land run of 1889, Oklahoma Territory was established by the Organic Act passed by Congress on May 2, 1890. In December 1890 the First Oklahoma Territorial Legislature created three colleges, demonstrating an early commitment to higher education in the new territory. Statehood in 1907 brought a proliferation of colleges and universities to Oklahoma. A combination of a high number of institutions of higher education and a low tax-base has continued to make problems for Oklahoma to the present time.

The Oklahoma Historical Society's [*Encyclopedia of Oklahoma History and Culture*](#) traces the history of public higher education in Oklahoma. "Public higher education in Oklahoma began shortly after the Land Run of 1889. Oklahoma Territory was established by the Organic Act passed by Congress on May 2, 1890. In December 1890 the First Oklahoma Territorial Legislature created three colleges: the University of Oklahoma (OU) at Norman, the Oklahoma Agricultural and Mechanical College (Oklahoma A&M, now Oklahoma State University) at Stillwater, and Central State Normal School (now University of Central Oklahoma) at Edmond."

The U.S. Congress had promoted agricultural colleges in the states by passing the Morrill Act, establishing what were known as Land Grant Colleges. The Morrill Act ". . . gave states public lands provided the lands be sold or used for profit and the proceeds used to establish at least one college—hence, land grant colleges—that would teach agriculture and the mechanical arts." (<https://www.nap.edu/read/4980/chapter/2>) Oklahoma was the recipient of Land Grant funding, which established Oklahoma A&M (now Oklahoma State University) in 1890 and the Colored Agricultural and Normal University (now Langston University) at Langston that was established in 1897.

The *Encyclopedia of Oklahoma History and Culture* says that statehood brought a proliferation of public higher education institutions. "With the politics of statehood, the western imbalance in the location of colleges and universities affecting the Twin Territories called for a compromise. To satisfy the leadership of Indian Territory, Oklahoma Territory offered to duplicate in the eastern part of the new state the number and types of institutions that existed in the west side.

Accordingly, after statehood the First Oklahoma Legislature in 1908 initially established the Oklahoma Industrial Institute and College for Girls (now University of Science and Arts of Oklahoma) in Chickasha and the Oklahoma School for Mines and Metallurgy (now Eastern Oklahoma State College) at Wilburton. In 1909 three normal institutions opened, East Central State Normal (now East Central University) at Ada, Northeastern State Normal (now Northeastern State University) at Tahlequah, and Southeastern State Normal (now Southeastern Oklahoma State University) at Durant. In that same year a secondary Eastern University Preparatory School was located at Claremore.

Six district agricultural schools of secondary grade were also created in 1909. Their purpose was to prepare students for entrance to Oklahoma A&M or the normal colleges. In the eastern part of the state schools were established at Broken Arrow, Tishomingo, and Warner and in the western part of the state at Helena, Lawton, and Goodwell.

Thus, by 1910 the First Oklahoma Legislature had created twelve new institutions, six of collegiate grade and six of secondary grade. These twelve added to the seven established before statehood made a total of nineteen public schools and colleges in the young state. Six of the eight secondary schools evolved into colleges and universities (Murray State College, Connors State College, Northern Oklahoma College, Cameron University, Rogers State University, and Oklahoma Panhandle State University). The other two secondary-grade institutes, at Broken Arrow and Helena, closed in 1919. Also in 1919 a two-year college was added, Miami School of Mines (now Northeastern Oklahoma A&M College).

Although the total number of colleges and universities in 1920 was not excessive for a state of Oklahoma's size, the number in the public sector was greater because of the immediate need to establish an adequate statewide system. A combination of an above-average number of public institutions and a limited tax base has thus plagued Oklahoma almost since 1907 statehood.

In 1941, Oklahoma voters amended the state Constitution to establish a system of higher education. The Oklahoma State Regents for Higher Education describes this amendment. “The Oklahoma State System of Higher Education was established on March 11, 1941, when the people of the state adopted an amendment to the constitution, Article XIII-A, creating the State System. The amendment provides, “All institutions of higher education supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as The Oklahoma State System of Higher Education.”

Public Higher Education

At present, the State System comprises 25 colleges and universities – including two research universities, 10 regional universities, one public liberal arts university and 12 community colleges – and 11 constituent agencies and two university centers. The State System is coordinated by the Oklahoma State Regents for Higher Education, and each institution is governed by a board of regents. ([Oklahoma State Regents of Higher Education \[OSRHE\]](#) 2014) (See complete list in Appendix III, Section A)

Higher Education Defined

Higher education, as the term is used in Section I of Article XIII-A, Constitution of Oklahoma, and House Bill No. 810, Chapter 396, Section 102, Session Laws 1965, is defined “...to include all education of any kind beyond or in addition to the twelfth grade or its equivalent as that grade is now generally understood and accepted in the public schools of the State of Oklahoma; provided, however, that this shall not exclude as a constituent institution any institution of higher learning which now offers as a part of its curriculum courses of high school study.” (See Appendix III, Section B, for more about the governance of state institutions of higher education.)

History of Funding

The Oklahoma Legislature sets lump sum appropriations for public higher education. The Oklahoma State Regents for Higher education allocate funding to institutions from the lump-sum legislative appropriation.

The constitutional amendment approved in 1941 improved the quality of higher education and stabilized funding. The Oklahoma Historical Society’s Encyclopedia of Oklahoma History notes that “Constitutional creation of the state regents and the unified state system has resulted in stability and improved quality of Oklahoma higher education. Before 1941 only three state institutions were accredited. There was little coordination among entities and no uniformity in accounting and financial practices. While a good share of higher education funding comes from the legislature and governor, as a result of their constitutional status, the state regents and the state system enjoy some insulation from fierce Oklahoma politics. At the turn of the twenty-first century Oklahoma’s twenty-five colleges and universities and ten constituent agencies as well as independent institutions have regional accreditation.”([Dreyer](#))

Recent Funding Cuts to Higher Education

The recent history of funding for higher education has seen Oklahoma’s 2017 appropriations drop by 34% when compared to funding in 2008. Dr. Glen Johnson, Chancellor of the Board of Regents, reported in 2017 that appropriations had fallen to below 2001 levels. ([Johnson, 2017](#)) Chart 1 in Appendix III, Section C from the Center on Budget and Policy Priorities, shows Oklahoma decreasing funding for higher education by 34 percent from 2008 to 2017.

While funding for higher education has decreased over the last decade, tuition has increased. Oklahoma’s increase in tuition at public colleges and universities has been 38.9%. (See Chart 2 in Appendix III, Section C.) In addition to increased tuition, the overall effect on state institutions of higher education includes a loss of programs, fewer full-time professors, and a dampening effect on enrollment. The Tulsa World reported in a July

13, 2017 article that two-year colleges, state colleges and state universities were cutting faculty, staff and benefits as well as cutting course offerings to make ends meet.

“In higher education, you have kind of all the colleges lumped in together, and cuts hurt every single one of us, but when you get down to the community college level, the two-year college level, the rural college level, those cuts can be much more severe,” said Jordan Adams, Northeastern Oklahoma A&M College’s public information and marketing coordinator.

In Miami, appropriations at NEO have diminished by about \$3 million in the last decade, with about \$2 million of those cuts coming in the last three years, Adams said.

To make ends meet after last year’s cuts, the college eliminated 27 faculty and staff positions and stopped offering dental, vision and long-term disability coverage in their employee benefit plans, Adams said.

In addition to that, there have been some scholarship reductions, and the school has shuttered one academic program and two certificate programs.

“We’re going to continue to do our best with what we have to educate as many students as possible and put them into the workforce, but each cut makes that more difficult,” Adams said.

Tulsa Community College saw a nearly \$9.1 million cut in state funding over the past three fiscal years, including a nearly \$2 million decrease from fiscal year 2017 to fiscal year 2018, said Nicole Burgin, media relations specialist at TCC.

To offset the reductions in state funding, TCC has eliminated 200 full-time positions — about 20 percent of the college’s workforce — through attrition and layoffs over the past three years, said TCC President Leigh Goodson.

“Everybody is doing so much more work because we have (fewer) people,” Goodson said.
“Everybody’s stretched thin.”

In addition, those cuts have resulted in the college not having any on-site nurses or print shops for faculty, Goodson said.

There are also fewer course sections, since the college has not filled all vacant faculty positions, meaning it’s more difficult for students to build convenient class schedules, Goodson said.

“Our state has a tremendous need for a workforce that has the skills to support our economy,” Goodson said. “As we continue to cut higher education, we get further and further from meeting that need.”
([Harkins](#))

In its 2018 Legislative Agenda ([OSRHE, 2018](#)), the office of the Oklahoma State Regents for Higher Education reports the following impacts of successive years of budget cuts to higher education:

- Faculty and staff positions eliminated, unfilled and furloughed.
- Reduced academic course offerings, including STEM fields.
- Reduced degree completion initiatives and community support programs.
- Match funding for research and grants reduced or eliminated.
- Reduced funding for scholarships and tuition waivers, including Academic Scholars, the National Guard waiver, and the Regional University Baccalaureate Scholarship.
- Threatened college and university accreditation.

In April 2017, the Oklahoma State Regents for Higher Education established a task force to “. . .consider ways to improve degree completion and increase productivity by focusing on modernization, efficiencies and innovation.” ([OSRHE, Task](#)) The task force examined every aspect of higher education operations, including “academic models, such as program and faculty sharing and targeted degree completion initiatives; online education models; structure; fiscal services and operational efficiencies; workforce development; and information technology to ensure they are properly aligned and defined to best serve the students and state.” (op. cit.)

Four subcommittees were established to examine

1. College Degree Completion and Workforce Development Initiatives
2. Academic Program Innovations and Online Education
3. System Structure
4. Fiscal Solutions, Efficiencies, Affordability and Technology

The mission of the task force was to “. . .conduct a systematic and thorough review of the current status of higher education in Oklahoma; examine existing initiatives and best practices; and report to the State Regents findings and recommendations on strategies that best support improving quality, access, affordability and efficiency in the Oklahoma State System of Higher Education.”

A detailed report on task force recommendations was presented to the task force at the January 31, 2018 meeting, and to the State Regents for acceptance at their Feb. 1, 2018 meeting. The full report may be accessed online. ([OSRHE ,2018, February 1](#))

A December, 2017 press release ([OSRHE, December](#), outlined initial recommendations made by the subcommittees, and included the following statement:

“Maintaining accessibility and affordability remains the State Regents’ highest priority,” said State Regents Chair Ronald White, M.D. “We are mindful that Oklahoma’s economic prospects depend on our state colleges and universities producing more college-degreed and trained employees. Given the harsh economic realities of the precipitous decline in state support for state system institutions over the past three years, we must consider ideas to optimize performance and boost productivity. Our 68 member task force tackled the charge head-on, reviewing our governance and operational structure, administrative practices, and productivity relative to new academic innovations and emerging technologies.”

According to recent reports, the cost of higher education in Oklahoma ranks as among the most affordable in the United States. The report of the 2017 Task Force on the Future of Higher Education, an initiative of the Oklahoma Regents for Higher Education, reports, “Oklahoma is . . . very affordable, only increasing tuition and mandatory fees an average of 4.9 percent in eight years and ranking fifth in the nation for college affordability by the 2015 Enterprising States Report. Oklahoma also has low student debt, with 52 percent of students graduating without any debt.” ([OSRHE ,2018, February 1](#))

Another report, issued by LendEdu , a private firm that describes itself as a marketplace for private student loans, student loan refinancing & consolidation, offering state by state comparisons of student debt, ranks Oklahoma 39th out of 50 states for students graduating with student loan debt ([LendEdu](#)).

Oklahoma has established programs to help families afford college. Two of these programs include the Oklahoma 529 Savings Plan ([Oklahoma 529](#)), which allows parents and grandparents to set up tax-free college investment accounts; and the Oklahoma’s Promise program, which provides scholarships to qualified students from low- to middle income families ([OSRHE Oklahoma’s Promise](#)).

In 2011, Oklahoma joined the Complete College America Initiative, with a goal of increasing “. . . the number of degrees and certificates earned in Oklahoma by 67 percent by 2023 to meet our state’s workforce needs and keep Oklahoma competitive in a global economy.” ([OSRHE Complete](#)). When the program was launched, Gov. Mary Fallin stated, “We can and must do better in producing a highly skilled and educated workforce in our state.” By 2015, the number of degrees and certificates earned in Oklahoma increased by 8,462, surpassing the state benchmark of 6,800, despite funding cutbacks during this same period.

As more students are encouraged to enroll in higher education, a lack of college readiness is of concern. Thirty-nine percent of all first-year college students in Oklahoma end up enrolling in remedial (or catch-up) courses, and pay tuition but receive no college credit for these courses. This costs Oklahoma families \$22.2 million in annual out-of-pocket costs for remediation each year. Data is collected by the Oklahoma Regents for Higher Education on the percentage of students requiring remediation in English, Math, Science and Reading. ([OSRHE 2017, April](#)). Math remediation is needed by a significantly higher percentage of students than in other subjects. For example, in 2017, 32% of students required math remediation, 15% took remedial English courses, 8% took a remedial reading course, and .9% required remedial science. To address the need for college-preparedness in math, the Oklahoma State Department of Education has designed the College Career

Math Ready program. The program, College Career Math Ready, is “. . .largely composed of competencies from Algebra 1, Geometry and Algebra 2, will help students solidify foundational mathematics skills before entering college. It will not count as a math credit toward high school graduation, but students who achieve an A or B in each unit will receive a recommendation to immediately begin taking entry-level, credit-bearing classes in their first year of college.” ([Bartlow](#))

In 2016, University of Oklahoma President David Boren, led a campaign to pass State Question 779, which proposed funding public education (K - 12 and higher education) through a constitutional amendment that would create a dedicated 1% statewide sales tax for education, with the first available funding giving public school teachers a \$5,000 raise, and subsequent funding going to state colleges and universities, Career Tech and specific school improvement efforts. Voters rejected the measure, 59% voting no and 41% voting yes.

Career Tech Education

The institutions that are now known collectively as Career Tech Education have a long history in Oklahoma. In 1862, the U.S. Congress had promoted agricultural colleges in the states by passing the Morrill Act, establishing what were known as Land Grant Colleges. The Morrill Act “. . .gave states public lands provided the lands be sold or used for profit and the proceeds used to establish at least one college—hence, land grant colleges—that would teach agriculture and the mechanical arts.” ([National](#))

In 1905, the first manual training programs were instituted in Oklahoma City. When Oklahoma's Constitution was approved in 1907, it was the first in the nation to mandate agricultural and domestic education. Oklahoma's Constitution Section 7 of Article 13, Education, reads:

Instruction in Agriculture, Horticulture, Stock Feeding and Domestic Science
The Legislature shall provide for the teaching of the elements of agriculture, horticulture, stock feeding, and domestic science in the common schools of the State.

Over the decades, the emphasis in career tech education has changed to meet needs and requirements of current industry, technology, manufacturing and the needs of a changing workforce. Career Tech serves junior high school students, high school students, dropouts, unemployed adults, employed adults, senior citizens, prison inmates, as well as Oklahoma's businesses and industries.

The Oklahoma Career Tech website states,

Oklahoma's system is often used as a model for programs across the United States and around the world. The Oklahoma Department of Career and Technology Education provides leadership and resources and assures standards of excellence for a comprehensive statewide system of career and technology education. The system offers programs and services in 29 technology center districts operating on 58 campuses, 395 comprehensive school districts, 16 Skills Centers campuses that include three juvenile facilities and 31 Adult Basic Education service providers ([CareerTech About](#)).

The State Career Tech Agency, located in Stillwater, is governed by the State Board of Career and Technology Education. The nine-member board is led by the state superintendent of public instruction, who serves as the chairman. Two members of the State Board of Education are appointed to the board along with a representative of each congressional district and one member at large. Members are appointed by the governor and confirmed by State Senate. ([CareerTech State](#))

Career Tech schools are primarily funded through local property taxes. The Career Tech website states, “On a statewide average, technology centers receive about two-thirds of their funding at the local level. The remaining is a mixture of state and federal funds.” ([CareerTech Technology](#))

Regulation of for-profit institutions

For-profit degree-granting institutions are approved, licensed and regulated by the Oklahoma State Regents for Higher Education (See [OSRHE SHEEO](#)). Institutions that offer college level courses and/or confer college level credentials in Oklahoma must be authorized by the Oklahoma State Regents for Higher Education. Additionally, out-of-state institutions with a physical presence in Oklahoma must also be authorized

by the Oklahoma State Regents for Higher Education. As of this writing, there are no degree-granting for-profit universities, colleges or schools with campuses in Oklahoma. Phoenix University offers online courses only.

Established by the Oklahoma Legislature in 1970, the Oklahoma Board of Private Vocational Schools was authorized to set minimum standards for private vocational schools which include standards for courses of instruction, and the qualifications of instructors, financial stability, advertising practices, and reasonable rules and regulations for the operation of private vocational schools. Private vocational schools may offer certificates, but do not offer degree programs.

Post-Secondary Online or Distance Learning

Currently, there are 26 Oklahoma colleges and universities offering online or distance learning classes. Oversight of these programs is the responsibility of the Oklahoma Regents for Higher Education. ([OSRHE](#)).

The following are links to five of the Oklahoma colleges and universities that offer online classes:

[Cameron University](#)

[Carl Albert State College](#)

[East Central University](#)

[Eastern Oklahoma State College](#)

[Murray State College](#)

U.S. News and World Report has ranked the University of Oklahoma Bachelor's Degree program in its top ten online degree programs ([McNutt](#)).

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APPENDICES

Appendix I.

Oklahoma School Finance and the Constitution

State Constitution:

Section X-6Av2: Intangible personal property exempt from ad valorem or other tax.

<http://www.oklegal.onenet.net/okcon/X-6Av2.html>

Section X-8: Valuation of property for taxation - Limit on percentage of fair cash value - Approval by voters

<http://www.oklegal.onenet.net/okcon/X-8.html>

Section X-8A: Approval of exemption of household goods of heads of families and livestock employed in support of family - Adjusted millage rate - Computation procedure - Maximum rate.

<http://www.oklegal.onenet.net/okcon/X-8A.html>

Section X-8B: Limit on percentage of fair cash value of real property. <http://www.oklegal.onenet.net/okcon/X-8B.html>

Section X-9 Amount of Ad Valorem tax <http://www.oklegal.onenet.net/okcon/X-9.html>

Section X-10: Increased rate for public buildings or for building fund for school districts.

<http://www.oklegal.onenet.net/okcon/X-10.html>

Section X-12a: Common school taxes on property of public service corporations.

<http://www.oklegal.onenet.net/okcon/X-12a.html>

Section X-26: Indebtedness of political subdivisions - Assent of voters - Limitation of amount - Annual tax

<http://www.oklegal.onenet.net/okcon/X-26.html>

Section X-28: Revenue for sinking fund - Uses to which applied. <http://www.oklegal.onenet.net/okcon/X-28.html>

Section X-32: State public common school building equalization fund. <http://www.oklegal.onenet.net/okcon/X-32.html>

Section XI-2: Permanent school fund - How constituted - Use - Reimbursement for losses

<http://www.oklegal.onenet.net/okcon/XI-2.html>

Section XI-6: Investment of permanent common school and other educational funds.

<http://www.oklegal.onenet.net/okcon/XI-6.html>

Section XIII-1a: Appropriation and allocation of funds for support of common schools.

<http://www.oklegal.onenet.net/okcon/XIII-1a.html>

Appendix II

Section A. Laws Governing Virtual Schools

Section 3-145.1 – Statewide Virtual Charter School Board

Section 3-145.2 – Meetings – Quorum – Reimbursement

Section 3-145.3 – Powers and Duties

D. As calculated as provided for in Section 3-142 of this title, a statewide virtual charter school shall receive the State Aid allocation and any other state-appropriated revenue generated by students enrolled in the virtual charter school for the applicable year, less up to five percent (5%) of the State Aid allocation, which may be retained by the Statewide Virtual Charter School Board for administrative expenses and to support the mission of the Board. A statewide virtual charter school shall be eligible for any other funding any other charter school is eligible for as provided for in Section 3-142 of this title. Each statewide virtual charter school shall be considered a separate local education agency for purposes of reporting and accountability.

E. Students enrolled full-time in a statewide virtual charter school sponsored by the Statewide Virtual Charter School Board shall not be authorized to participate in any activities administered by the Oklahoma Secondary Schools Activities Association. However, the students may participate in intramural activities

sponsored by a statewide virtual charter school, an online provider for the charter school or any other outside organization.

Section 3-145.4 – Authority to Promulgate Rules

Section 3-145.5 – School Districts – Virtual Education – Residency Requirement

Section 3-145.6 – Virtual Education Providers – Non-Resident Students

Section 3-145.7 – Statewide Virtual Charter School Board Revolving Fund

Section 3-145.8 – Virtual Charter School Attendance Policy

B. By July 1, 2018, the governing body of each virtual charter school shall adopt an attendance policy. The policy may allow attendance to be a proportional amount of the required attendance policy provisions based upon the date of enrollment of the student. The attendance policy shall include the following provisions:

1. A student who attends a virtual charter school shall be considered in attendance for a quarter if the student:
 - a. completes instructional activities on no less than ninety percent (90%) of the days within the quarter,
 - b. is on pace for on-time completion of the course as defined by the governing board of the virtual charter school, or
 - c. completes no less than forty instructional activities within the quarter of the academic year.
2. For a student who does not meet any of the criteria set forth in paragraph 1 of this subsection, the amount of attendance recorded shall be the greater of:
 - a. the number of school days during which the student completed the instructional activities during the quarter,
 - b. the number of school days proportional to the percentage of the course that has been completed, or
 - c. the number of school days proportional to the percentage of the required minimum number of completed instructional activities during the quarter.

[Oklahoma Statutes](#)

Section B: Information on Homeschooling on the Department of Education website

Oklahoma law provides for the compulsory attendance of all school children ages 5 through 18. This law has been interpreted by the Attorney General to allow for the education of a child in the home by a parent/guardian with the following guidelines for home instruction. These recommendations are not required by law; however, following these suggestions would allow a parent to prove they are providing a quality education.

1. Notify the principal of the school district the child resides in and inform them that you plan to home school your child. Some schools may have you sign a form that releases them from the responsibility of educating the student also stating that you are assuming full responsibility for the education of your child.
2. It is important to know the Attorney General has ruled that while home instruction does not require a certified teacher, the instruction provided must be supplied in good faith and must be equivalent to the education provided by the state.
3. Home instruction should follow compulsory school age laws requiring children, ages 5 - 18, to be enrolled in school.
4. Home school setting should maintain compulsory school attendance as well. This would be the equivalent of 180 days per each calendar year and six clock hours or 360 minutes per day, as appropriate for child's age. It does seem clear that a point of the Attorney General's opinion is that homeschooling must not be used as a maneuver to bypass truancy.
5. There is no required state approved curriculum, but a well-defined curriculum or design for learning should be implemented. Required school subjects under Oklahoma law include: reading, writing, math, science, citizenship, US constitution, health, safety, physical education, and conservation.
6. Academic progress must be established and maintained for the child.
7. For college-bound students, refer to the Oklahoma State Board of Education Regulations for Graduation listed on our website or required courses at the college of your choice.
8. The Attorney General has further ruled that a board of education is not required to furnish textbooks, resources, or other materials to home schooled students.
9. Because home schools are not accredited by the State Board of Education, a student will be required to take a standardized achievement test if he/she re-enters the public school system. Results of tests may

be used to determine grade placement and/or credit for the student. All examinations will be administered by the receiving school and results, as well as copies of the exam given, will be kept on file for one year. Upon re-entry into a public school, the parent/guardian must provide documentation of compliance with the above requirements. This documentation will determine if the equivalent instruction was provided during home schooling.

10. Homeschools are not regulated and Oklahoma law does not require parents to register with or seek approval from state or local officials, conduct state testing with their students, or permit public school officials to visit or inspect homes. ([Oklahoma State Department of Education](#))

Appendix III

Section A. Information on the governance and structure of Oklahoma Institutions of Higher Education

University and College Lands – Control of Institutions – Diversion of Funds

"Section thirteen in every portion of the state, which has been granted to the State, shall be preserved for the use and benefit of the University of Oklahoma and the University Preparatory School, one third; of the normal schools now established, or hereafter to be established, one third; and of the Agricultural and Mechanical College and Colored Agricultural and Normal University, one third. The said lands or the proceeds thereof as above apportioned to be divided between the institutions as the Legislature may prescribe: Provided, that the said lands so reserved, or the proceeds of the sale thereof, or of any indemnity lands granted in lieu of section thirteen shall be safely kept or invested and preserved by the State as a trust, which shall never be diminished, but may be added to, and the income thereof, interest, rentals, or otherwise, only shall be used exclusively for the benefit of said educational institutions. Such educational institutions shall remain under the exclusive control of the State and no part of the proceeds arising from the sale and disposal of any lands granted for educational purposes, or the income or rentals thereof, shall be used for the support of any religious or sectarian school, college, or university, and no portion of the funds arising from the sale of sections thirteen or any indemnity lands selected in lieu thereof, either principal or interest, shall ever be diverted, either temporarily or permanently, from the purpose for which said lands were granted to the State." (Oklahoma Constitution, Article XI, Section 5)

State Regents – Internal Organization – Staff

The state Legislature in 1941 vitalized Article XIII-A of the Constitution, providing for the internal organization of the agency. There is a chairman, vice chairman, secretary and assistant secretary, all of whom are elected annually by the membership of the State Regents. The law also provides for office staff and for the furnishing of suitable permanent quarters for the State Regents.

State Regents' Office

The work of the Oklahoma State Regents for Higher Education is defined by constitutional provision, state statute or State Regents' policy delineating coordinating responsibility for the State System of Higher Education, including the areas of institutional functions, programs of study, standards of education and finances.

The Chancellor

The Chancellor is the chief executive officer for the State Regents and provides leadership for the State System. The work of the office serves the following functions: academic affairs; administration; board relations; budget and finance; legislative; economic development; student affairs; grants and scholarships; and the Oklahoma College Assistance Program.

Governing Boards of Regents

While the State Regents have responsibility for determining the functions and courses of study of each institution, setting standards of education and allocating funds to carry out institutional functions, the governing boards assume responsibility for the operation of the institutions, including:

- Determining management policy.
- Employing personnel, fixing their salaries and assigning their duties.
- Contracting for other services needed.
- Having custody of records.
- Acquiring and holding title to property.

Among specific areas of administration control for which the governing board assumes responsibility in operating an institution are:

- General academic policy and administration.
- Student life.
- Budget administration.
- Planning and construction of buildings.
- Purchasing.
- Auxiliary activities budgeting and administration, including the issuance of revenue bonds and administration of self-liquidating properties.

The governing board, through its chief executive officer, the president of the institution, makes recommendations to the coordinating board, the State Regents, regarding the institutions' functions and programs of study, standards of education, and the budgetary needs of the institution for both general operations and for capital improvements.

Institutional Governing Boards

There are currently three constitutional governing boards and 12 statutory boards. The constitutional boards are the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges, the Regional University System of Oklahoma and the Board of Regents of the University of Oklahoma.

Institutions of Higher Education

Research Universities

Oklahoma State University
University of Oklahoma

Regional Universities

Cameron University
East Central University
Langston 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

Public Liberal Arts University

University of Science and Arts of Oklahoma

Higher Education Programs/Sites

Langston University, Oklahoma City
Northern Oklahoma College, Stillwater
OKC Downtown College
University Center at Ponca City
University Center of Southern Oklahoma

Community Colleges

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

Constituent Agencies

OSU Agricultural Experiment Station
OSU Center for Health Sciences
OSU College of Veterinary Medicine
OSU Cooperative Extension Service
OSU Institute of Technology, Okmulgee
OSU-Oklahoma City
OSU-Tulsa
OU Geological Survey
OU Health Sciences Center
OU Law Center
OU-Tulsa

Section B. Constitutional Governing Boards and Statutory Boards Oklahoma Higher Education

Entities Governed by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges

- Oklahoma State University, Stillwater
- OSU Agricultural Experiment Station
- OSU Center for Health Sciences
- OSU College of Veterinary Medicine
- OSU Cooperative Extension Service
- OSU Institute of Technology, Okmulgee
- OSU-Oklahoma City
- OSU-Tulsa
- Connors State College, Warner and Muskogee
- Langston University, Langston, Oklahoma City and Tulsa
- Northeastern Oklahoma A&M College, Miami
- Oklahoma Panhandle State University, Goodwell

Entities Governed by the Regional University System of Oklahoma

- East Central University, Ada
- Northeastern State University, Tahlequah, Broken Arrow and Muskogee
- Northwestern Oklahoma State University, Alva, Enid and Woodward
- Southeastern Oklahoma State University, Durant and Idabel
- Southwestern Oklahoma State University, Weatherford and Sayre
- University of Central Oklahoma, Edmond

Entities Governed by the Regents of the University of Oklahoma

- University of Oklahoma, Norman
- OU Geological Survey, Norman
- OU Health Sciences Center, Oklahoma City
- OU Law Center, Norman
- OU-Tulsa
- Cameron University, Lawton and Duncan
- Rogers State University, Claremore, Bartlesville and Pryor

Statutory Governing Boards

- Board of Regents of Carl Albert State College
- Board of Regents of Eastern Oklahoma State College
- Board of Regents of Murray State College
- Board of Regents of Northern Oklahoma College
- Board of Regents of Oklahoma City Community College
- Board of Regents of Redlands Community College
- Board of Regents of Rose State College
- Board of Regents of Seminole State College
- Board of Regents of Tulsa Community College
- Board of Regents of the University of Science and Arts of Oklahoma
- Board of Regents of Western Oklahoma State College
- Board of Trustees for the Quartz Mountain Arts and Conference Center and Nature Park

University Center Boards of Trustees

The boards of trustees for the University Center at Ponca City and the University Center of Southern Oklahoma act as the administrative agencies for the centers. Their powers include negotiating agreements with institutions for courses and programs, selecting a chief executive officer, budgeting and expending funds allocated to the center, acquiring and taking title to property and entering contracts.

- Board of Trustees of the University Center at Ponca City
- Board of Trustees of the University Center of Southern Oklahoma

Advisory Councils and Boards

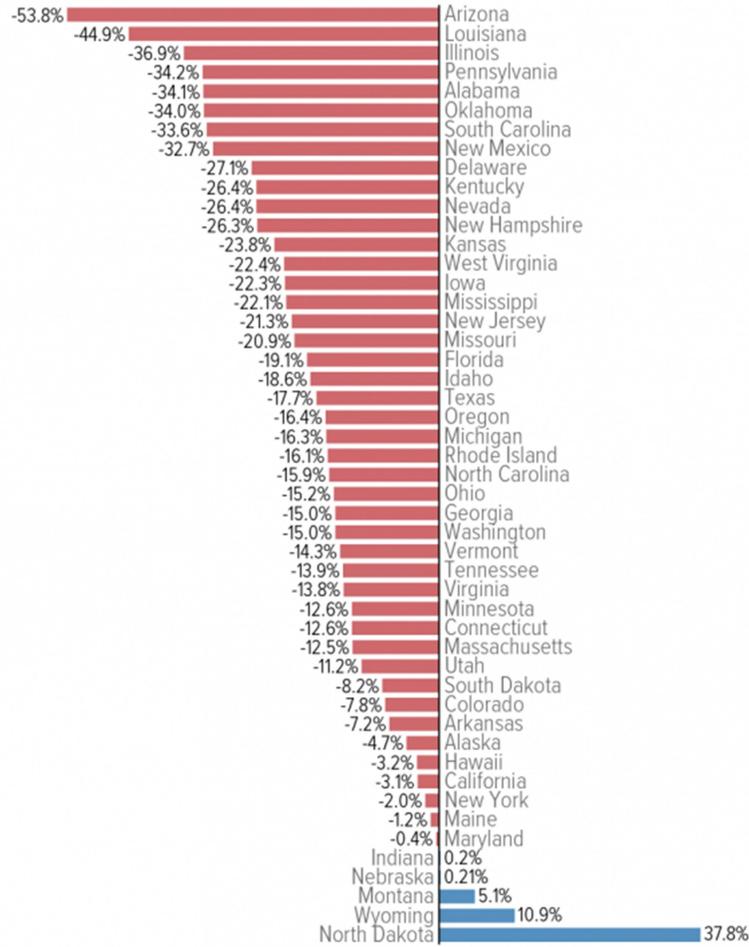
The Oklahoma State Regents for Higher Education recognize the value of a formal structure for input from a wide variety of campus personnel. These key advisors represent each institution and assist the Regents, chancellor, Regents' staff and others regarding issues and policies. There are nine advisory councils and boards.

- Communicators Council
- Council of Business Officers
- Council on Information Technology
- Council on Instruction
- Council of Presidents
- Council on Student Affairs
- Economic Development Council
- Faculty Advisory Council
- Student Advisory Board

Section C

State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Percent change in state spending per student, inflation adjusted, 2008-2017

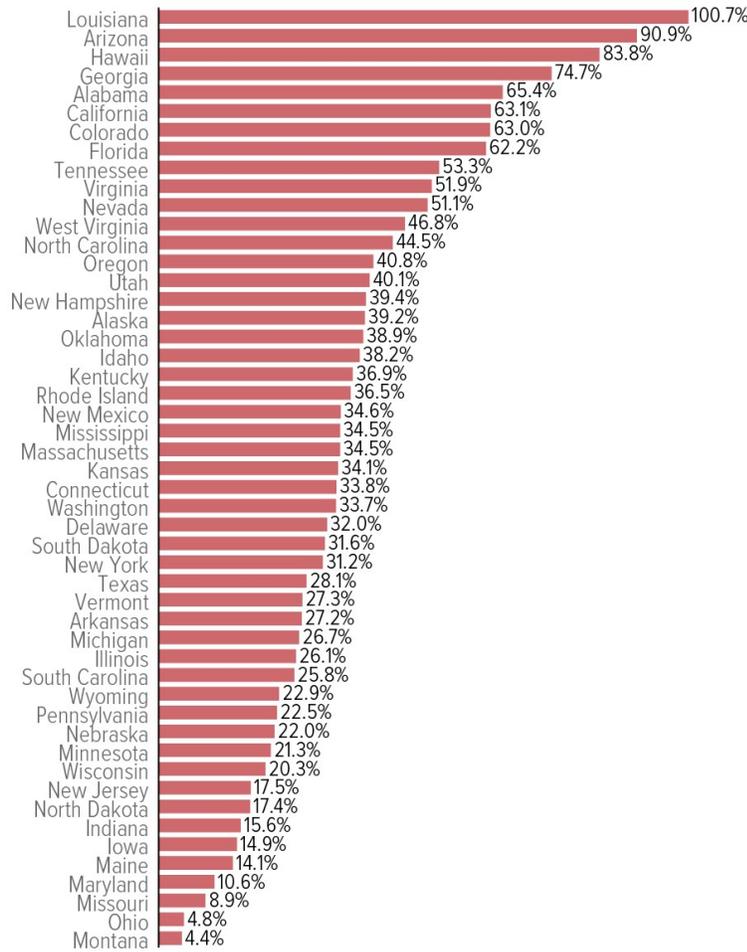


Note: Wisconsin was excluded because the data necessary to make a valid comparison are not available. Since enrollment data is only available through the 2015-16 school year, we have estimated enrollment for the 2016-17 school year using data from past years.

Source: CBPP calculations using the "Grapevine" higher education appropriations data from Illinois State University, enrollment and combined state and local funding data from the State Higher Education Executive Officers Association, and the Consumer Price Index, published by the Bureau of Labor Statistics. Illinois funding data is provided by Voices for Illinois Children.

Tuition Has Increased Sharply at Public Colleges and Universities

Percent change in average tuition at public, four-year colleges, inflation adjusted, 2008-2017



Source: College Board, "Trends in College Pricing," 2016. Years are fiscal years.

Glossary

Academic Enterprise Zone The geographic area in which 60% or more of the children who reside in the area qualify for the free or reduced school lunch program is an academic enterprise zone.

<http://ecs.force.com/mbdata/mbstprofexcl?Rep=CSP15&st=Oklahoma>)

ADA The average daily attendance for each school district is calculated by dividing the total days students are present while enrolled in each school district by the number of days taught in each school district. It is always a smaller figure than ADM. <https://okstatestat.ok.gov/content/average-daily-attendance-rate>

ADM Average Daily Membership is a figure that reflects enrollment rather than attendance. ADM is used to determine funding from the state. The ADM used in the initial July State Aid formula allocation is the higher of the two preceding school years. If a district is growing, an adjustment based on the higher current year WADM will be paid to the district in December. ADM is weighted in specific situations such as special education and economically disadvantaged.

Ad valorem “Property tax, also known as ad valorem tax, is an annual tax paid by property owners to local government. Property tax collections in Oklahoma totaled \$2.2 billion in 2011 and are the single largest source of local government revenue. Oklahoma’s per person property taxes are among the lowest in the nation and less than half the national average.” Source <http://okpolicy.org/ad-valorem-tax-property-tax>

Authorizer An authorizer is a charter school sponsor. Under the Oklahoma charter School Act, sponsors should be a school district, technology center, a comprehensive or regional institution that is a member of the Oklahoma State System of Higher Education, a federally recognized Indian Tribe, and the State Department of Education. The State Board of Education can be a sponsor when the applicant is the Office of Juvenile Affairs. As a result of the 1999 charter school law amendment that allows charters in rural areas, the State Board of Education can be a sponsor when a rural district refuses to sponsor. [\(OSDE, 2017, Dec\)](#)

Blended Learning Generally used to refer to a course or class that has both a face-to-face and an electronic component. Students work on their own but have access to an instructor to help them as needed. The instructor may also monitor the student’s progress and make sure they are not falling behind. <https://blended.online.ucf.edu/about/what-is-blended-learning/>)

Board of Regents This board prescribes academic standards of higher education, determines functions and courses of study at state colleges and universities, grants degrees, and approves each public college’s and university’s allocation as well as tuition and fees within the limits set by the Oklahoma Legislature. <http://www.okhighered.org/state-system/>

Chancellor The chancellor is the chief executive officer for the Oklahoma State system of Higher Education who provides leadership on matters relating to standards for higher education, courses and programs of study, budget allocations for higher education institutions, fees and tuition, and strategic planning. <https://www.okhighered.org/state-system/chancellor-johnson.shtml>

Chargeables Chargeables are a district’s local revenue sources that are included in its annual State Aid calculation. The revenue sources are: ad valorem property taxes, motor vehicle collections, gross production taxes, school land earnings, county 4-mill taxes and rural electric association taxes. The amount of these funds collected by a district (current year for ad valorem & previous year for others) are “charged” or subtracted from the district’s State Aid since these funds are collected locally. As these

revenue sources, such as ad valorem taxes, rise, the district's chargeables also increase, meaning less State Aid for the district. <https://okpolicy.org/abcs-school-finance-quest-post-lori-smith/>

Charter Schools Public schools that operate with more freedom from some of the regulations that are imposed upon district traditional schools are called charter schools. They are accountable to their sponsors, or authorizers, for academic results. <http://sde.ok.gov/sde/faqs/oklahoma-charter-schools-program>

Collective Bargaining Employee and administration relations through establishment of an orderly process of communications between school employees and the school district to discuss wages, hours, fringe benefits and other terms and conditions of employment. <https://www.ecs.org/clearinghouse/99/78/9978.pdf>

Credit Recovery When a student has failed a required course (sometimes more than once), he/she may take the course online in order to recover the credit. <https://www.edglossary.org/credit-recovery/>

Distance Learning This is a method of studying in which lectures are broadcast or classes are over the Internet without the student's needing to attend a school or college. In this method of study, teachers and students do not meet in a classroom, but use the Internet, e-mail, mail, etc. to have classes. <https://www.britannica.com/topic/distance-learning>

Due Process This is a legal guarantee that entitles school personnel to a hearing prior to dismissal or non-reemployment from a local school district. <http://okea.org/assets/docs/legal-and-advocacy/from-your-counsel/due-process-education-employees.pdf>

English Language Learners (ELL or ELLs) Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses are considered ELLs. <http://sde.ok.gov/sde/sites/ok.gov.sde/files/Bilingual-DefLEP.pdf>

Entities These are the organizations that actually run the charter schools. Entities are required to be nonprofit. Some entities are national organizations and others are local.

FAY/NFAY These are terms used to indicate whether a student in a virtual school has attended all year or not. They are acronyms for Full annual year/Not full annual year.

Flipped Learning A teaching approach that introduces students to concepts (often through the use of technology) at home and allows them to put concepts into practice in the classroom. (<https://teachthought.com/learning/the-definition-of-the-flipped-classroom/>)

Free and Reduced Lunch Program This program is designed to help parents with the expense of meals (lunch & breakfast) during the school year. Its aim is to provide assistance for qualifying lower-income families. <http://sde.ok.gov/sde/child-nutrition-programs>

Gross Production Tax—"Oklahoma assesses a gross production tax, or severance tax, on the extraction of oil, natural gas and other minerals. The tax is assessed as a percentage of gross market value based on the average monthly price for each product as determined by the Oklahoma Tax Commission". <https://okpolicy.org/files/GPTfactsheet.pdf> "The gross production tax, or severance tax, is a value-based tax levied at a basic rate of 7 percent upon the production of oil and gas in Oklahoma.

Under legislation approved in 2014 (**HB 2562**), effective July 1, 2015, oil and gas from newly-spudded wells will be taxed at 2 percent for the first 36 months of production. One percent of gross production tax revenues is divided between counties and school districts, with the remainder going to the state”.
<http://okpolicy.org/gross-production-tax>

Highly Qualified Teacher Under No Child Left Behind, teachers teaching core subjects in prekindergarten through 12th grade were required to hold a minimum of a bachelor’s degree, have full Oklahoma certification and demonstrate subject matter competency in each of the academic subjects in the teacher’s area of instruction. Teachers were required to be “Highly Qualified” by June 30, 2006.
<http://sde.ok.gov/sde/faqs/highly-qualified-hq-teachers>

House Bill 1017, 1017 Fund—“The Education Reform Act of 1990, was landmark legislation that funded a broad range of education initiatives through increased taxes. The Legislature appropriated more than \$560 million over five years to implement a wide range of reform policies, including reduced class sizes, minimum teacher salaries, alternative teacher certification, funding equity, early childhood programs, school consolidation, new statewide curriculum standards, and statewide testing. HB 1017 was passed by the Legislature and signed by Governor Henry Bellmon in 1990. State Question 639, a referendum petition aimed at repealing HB 1017, was defeated in 1991 by a 46-54 percent vote. The new taxes raised by HB 1017 are allocated directly to the 1017 Fund and can be appropriated only to the Department of Education”. <http://okpolicy.org/house-bill-1017>

Individual Education Plan (IEP) An IEP is a written document that is developed for each public school child who is eligible for special education. The IEP is created through a team effort and reviewed at least once a year. Children who receive special education services must have an IEP that spells out a child’s learning needs, the services the school will provide and how the progress will be measured.
<https://www.greatschools.org/gk/articles/what-is-an-iep/>

Intangible Property Intangible personal property includes items such as patents, inventions, formulas, designs, and trade secrets; licenses, franchise, and contracts; custom computer software; and trademarks, trade names, and brand names. Source <https://stateimpact.npr.org/oklahoma/tag/sq-766/>

Mill—One mill is 1/1000 of \$1. One mill generates \$1 for every \$1000 of assessed taxable valuation.
<https://www.thefreedictionary.com/mill>

Normal Schools Normal schools, sometimes called teacher colleges, were created to train high school graduates to be teachers by educating them in the norms of pedagogy and curriculum.
http://www.newworldencyclopedia.org/entry/Normal_school

Oklahoma Career Tech This system provides technology education through a network of 29 technology centers on 58 campuses serving high school and adult learners with specialized career training in more than 90 instructional areas. High school students living in a technology center district attend tuition free. Adults are charged a nominal fee. Students can also earn transferable college credit. <https://www.okcareertech.org/technology-centers>

Oklahoma Organic Act This was an 1890 statute used by the U.S. Congress to describe a territory in anticipation of being admitted to the Unions as a state. <https://www.manataka.org/page2368.html>

Science, Technology, Engineering and Mathematics (STEM) STEM is an interdisciplinary and applied approach to providing curriculum choices in schools to improve competitiveness in science and

technology, and educate students in these four specific disciplines. <https://www.livescience.com/43296-what-is-stem-education.html>

Synchronous/Asynchronous In distance learning, a course is synchronous when the teacher and the students are connected in real time. A course is asynchronous when they are not.
<https://www.vocabulary.com/dictionary/asynchronous>

Virtual When applied to coursework, a class or a school is virtual when interaction between teacher and students takes place on the internet.

WADM (Weighted Average Daily Membership) This is a student count which is weighted based on student characteristics such as grade level and category (e.g. special education, economically disadvantaged, bilingual, gifted/talented). There are also weights awarded based on district characteristics (e.g. small or isolated) and teacher education and experience.
<https://www.normanpublicschools.org/Page/2877>