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ACADEMIC POLICIES

A. ADMISSIONS AND ENROLLMENT

2-101 Establishment of Admission Requirements

- A. The Board will establish minimum undergraduate admission requirements for the universities.
- B. For students who are classified for tuition purposes as Arizona residents in accordance with ABOR Policy 4-203, (Requirements for Resident Status) the Board will establish qualifications that assure admission to any of the three public universities in Arizona.
- C. The Board will delegate to the universities decisions on the admission of both resident undergraduate applicants who do not meet the requirements for assured admission outlined under ABOR Policy, 2-102.A (Undergraduate Admission Requirements, General Provisions) to any of the three public universities in Arizona and all nonresident undergraduate applicants.
- D. Each university may adopt additional requirements for admission to colleges or other academic units within the university.
- E. Each university will establish requirements for admission to its graduate programs and requirements of undergraduate international students.

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2-102 Undergraduate Admission

A. Requirements for Assured Admission for Residents of Arizona

1. Each University will admit all undergraduate applicants who are residents of Arizona and who meet the following general aptitude and basic competency requirements. Because of their strong academic performance in High School, these students will be recognized as "Regents' Graduates."

a. General Aptitude

Applicants from a regionally accredited high school may demonstrate aptitude for academic work by ranking in the 75 to 100 percentile (upper 25 percent/first quartile) of their high school graduating classes.

b. Basic Competencies

Applicants must demonstrate academic competency in each of the subjects listed below. Students who choose to demonstrate their competency in a subject by completing appropriate high school or college courses must attain an overall grade point average for courses in that subject of at least 2.00 on a 4.00=A scale. A high school credit is defined as one (1) year of study.

(1). English

English language proficiency is fundamental to success in a university. High school English courses taken to satisfy this competency requirement must include literature and substantial emphasis on grammar and

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composition. Courses such as journalism, business communications, speech, and others that often include some emphasis on grammar or composition may improve a student's ability in English. However, they are not devoted exclusively to the study of English and may not be substituted for a regular English course.

Applicants may demonstrate competency in English by any of the following options:

- or
- (a) Completes four (4) high school credits in English,
 - (b) Completes one (1) transferable course, equivalent to a three-semester credit hour, in English composition from a regionally accredited institution of higher education, or
 - (c) Attains a score of at least 21 on the American College Test (ACT) English test or 530 on the Scholastic Assessment Test (SAT) Verbal test.

(2). Mathematics

Applicants may demonstrate competency in mathematics by any of the following options. It is strongly recommended that students take mathematics during their senior year of high school.

- (a) Completes four (4) high school credits in college preparatory mathematics including algebra I and II, geometry, and culminating in one (1) credit of advanced mathematics for which algebra II is a prerequisite, or

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- (b) Completes one (1) transferable course, equivalent to a three-semester credit hour, in mathematics for which at least algebra II (the second year of high school algebra) or its equivalent is a prerequisite from a regionally accredited institution of higher education, or
- (c) Attains a score of at least 24 on the ACT Mathematics test or 540 on the SAT Mathematics test.

(3). Laboratory Science

Applicants must demonstrate competency in laboratory science by completing at least one (1) credit in each of three (3) different laboratory sciences selected from the following:

Chemistry, Physics, Earth Science, or Biology. A laboratory-based integrated science course may be allowed to substitute for one (1) of the three (3) required courses. An advanced placement course, a higher level international baccalaureate course, or other honors course taken in the last two (2) years of high school in the same subject will satisfy the third course requirement. It is preferable that students take three (3) years of different laboratory science subjects before taking an advanced/honors course in the same subject.

It is strongly recommended that students take a fourth year of laboratory science (including advanced placement, higher level international baccalaureate and other honors courses) in Biology, Chemistry, or Physics

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or in other laboratory sciences such as Physical Science.

A laboratory science course is defined as a course in which at least one (1) class period each week is devoted to providing an opportunity for students to manipulate equipment, materials, or specimens, to develop skills in observation and analysis, and to discover, demonstrate, illustrate, or test scientific principles or concepts.

Competency may be demonstrated by any one or any combination of the following options:

- (a) Complete three (3) high school credits in laboratory science courses, including the three (3) different laboratory sciences outlined above, or
- (b) Complete three (3) transferable courses, each equivalent to four-semester credit hours, in laboratory science courses from a regionally accredited institution of higher education, including the three (3) different laboratory sciences outlined above, or
- (c) Attains the following minimum scores on any of the following standardized tests:

SAT II: Subject Test

ACT

Chemistry Achievement	600	Natural Science	20
Biology Achievement	590		
Physics Achievement	620		

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(Standardized test scores may be used to demonstrate competency in one (1) science only.)

(4). Foreign Language

Applicants must demonstrate competency in foreign language by any of the following options or any combination of the following options. It is strongly recommended that students take a third year of the same foreign language and that they take a foreign language during their senior year of high school.

- (a) Complete two (2) high school credits in the same foreign language; or
- (b) Complete two (2) transferable courses, each equivalent to three-semester credit hours, in the same foreign language from a regionally accredited institution of higher education; or
- (c) Attain a minimum score as stated in the university general catalog on a national standardized foreign language test (such as a College Board Advanced Placement Examination, College Level Examination Program--CLEP Subject Examination or SAT II Subject Test). Special assessment procedures will be available for those desiring to demonstrate minimum proficiency in a foreign language for which such standardized tests do not exist; or

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(d) Be certified as having been placed into the third semester or above in a foreign language at a regionally accredited institution of higher education based on results of a standardized foreign language placement test administered by that institution.

(5). Social Science

Applicants must demonstrate competency in social science by completing at least one (1) year of study in American History and at least one additional year of study in one (1) other social science field such as: European or World History, Economics, Sociology, Geography, Government, Psychology, or Anthropology.

Competency may be demonstrated by any one or any combination of the following options:

- (a) Complete two (2) high school credits in social science courses including the two (2) different social sciences listed above, or
- (b) Complete two (2) transferable courses, each equivalent to three-semester credit hours in social science from a regionally accredited institution of higher education including the two (2) different social sciences listed above, or
- (c) Attains the minimum SAT II subject test scores of 560 in American History and Social Studies or 580 in World History

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(6). Fine Arts

Fine arts courses are defined as those that provide the opportunity to gain experience and knowledge in the production and performance; analysis, interpretation, and evaluation; and historical and cultural aspects of the visual and performing arts. Courses must combine theory and practice and include critical thinking skills.

Applicants must demonstrate competency in fine arts by completing any of the following options:

- (a) Completes one (1) high school credit in a fine art or any combination of two (2) semesters of high school fine arts courses; or
- (b) Completes one (1) transferable course, equivalent to three-semester credit hours, in fine arts from a regionally accredited institution of higher education.

- 2. Each university will admit all undergraduate applicants who are residents of Arizona and who complete the Arizona General Education curriculum (AGEC-A, AGECE-B or AGECE-S) and have a minimum cumulative grade point average of 2.5 or have an associate or higher degree from a regionally accredited institution of higher education and have a minimum 2.00 on a 4.00=A scale.
- 3. Each university will admit all home schooled students who meet common criteria to be established by the universities.

B. Delegated Undergraduate Admission

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1. Each university may use its discretion in admitting non-resident and resident applicants for undergraduate admission who do not meet the requirements in ABOR Policy 2-102A (Undergraduate Admission, Requirements for Assured Admission of Residents of Arizona) provided the applicants lack no more than one (1) credit in two (2) of the basic competency subjects required in ABOR Policy 2-102A.1.b. (Undergraduate Admission, Requirements for Assured Admission for Residents of Arizona, Basic Competencies), except not in both mathematics and laboratory science, and
 - a. have fewer than 24 transferable college or university credit hours and rank in the upper 50-74 percentile (second quartile) of their high school graduating class or have a cumulative high school grade point average of 2.50 or above on a 4.00=A scale, or
 - b. have completed the Arizona General Education Curriculum (AGEC) with cumulative grade point average of at least a 2.00 on a 4.00=A scale, or
 - c. have 24-59 transferable college or university credit hours in academic courses such as English, mathematics, social science, physical or life sciences, foreign languages, or the humanities with a cumulative grade point average of at least 2.50 on a 4.00=A scale, or
 - d. have 60 or more transferable college or university credit hours with a cumulative grade point average of at least 2.00 on a 4.00=A scale.

2. Students admitted under the conditions in ABOR Policy 2-102 B.1.a., and B.1.b, (Undergraduate Admission, Delegated Undergraduate Admission), must satisfy any deficiencies in the basic competencies

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and may be required to participate in special programs designed to strengthen academic preparedness for university-level courses.

3. Each university will consider a high school credit in career and technical education as part of the delegated admissions process. Career and technical education courses are defined as those high school courses in career and technical disciplines that include competencies beneficial to college preparation. These courses should be selected from those that include the highest level of competencies in the Arizona secondary school curriculum for career and technical education.
4. A university may require that, in order to complete an application for admission, applicants must submit scores on additional standardized tests for placement in basic proficiency courses.
5. Each university may limit the number of qualified non-residents admitted if the university concludes that exceeding that number may have a negative impact on the services and the quality of education provided for resident students.
6. Each university may adopt alternative admission requirements for applicants who are age twenty-two (22) or older and who demonstrate readiness for college-level study.
7. Each university may establish a special university admission committee that may admit students who meet at least one of the criteria listed below. No more than ten percent (10%) of the students admitted for each semester may be admitted by the special admission committee unless authorized by the Board. Students who are required to meet the basic competencies of ABOR Policy 2-102A.2, (Undergraduate Admission, Requirements for Assured Admission for Residents of Arizona), yet lack one (1) credit in only one (1) or two (2)

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of the competency subject areas, are not included in the ten percent (10%) limitation.

- a. Students who have high school grade point averages of at least 2.00 on a 4.00=A scale and either upward grade trends during high school or upward grade trends during the senior year in academic courses such as mathematics, English, social science, science and foreign languages; or
 - b. Students who have positive written recommendations from professional individuals who are personally familiar with their academic potential as demonstrated by work experience, leadership ability, or extracurricular activities.
8. Honorably discharged veterans who have served in the armed forces of the United States for a minimum of two (2) years and who were previously enrolled at a university or community college in Arizona may be admitted by the criteria in ABOR Policy 2-102A. or B., (Undergraduate Admission, Requirements for Assured Admission for Residents of Arizona or Delegated Undergraduate Admission), except that no failing grades received by such veterans at any Arizona university or community college prior to their military service may be considered. Students readmitted under this section are subject to progression, retention, graduation, and other academic regulations and standards of the university. (A.R.S. §15-1626)
- C. The Board of Regents prescribes that the institutions under its jurisdiction evaluate, without prejudice, applicants for admission from regionally accredited institutions of higher education or higher education institutions that are candidates for regional accreditation on the individual merits of their academic achievements and individual capability to complete the courses and the curriculum requirements. No institution under the jurisdiction of the Board will refuse, on the basis of policy, to recognize the degrees or accept the transfer of credits from a regionally accredited institution of higher

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education or higher education institutions that are candidates for regional accreditation.

D. Special Admission of Students

1. Each university will establish admission requirements that allow the admission of students under age eighteen (18), home schooled students and students seeking admission through general education development (GED) test scores.
2. Students will not be denied admission because of age, lack of a high school diploma or high school certificate of equivalency, grade in school, lack of permission of school officials, or lack of concurrent enrollment in a public or private school.
3. Students who are degree seeking must meet basic competency requirements outlined in ABOR Policy 2-102A.1.b (Undergraduate Admission, Requirements for Assured Admission for Residents of Arizona, Basic Competencies).
4. The university may establish a maximum number of semester credit hours in which a student admitted under this section may enroll. The maximum will not be fewer than six (6) semester credit hours per semester.

E. Exception for Students Who Graduate from Non-accredited Arizona Public Charter Schools

1. Students who graduate from non-accredited Arizona public charter schools shall be evaluated for admission using the requirements outlined in ABOR Policy 2-102A., and B (Undergraduate Admission, Requirements for Assured Admission for Residents of Arizona and Delegated Undergraduate Admission).

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- F. The universities will report annually to the Board on the use of discretion in the admission of applicants as described under ABOR Policy 2-102B (Undergraduate Admission, Delegated Undergraduate Admission), using a format approved by the Executive Director. Performance measures necessary for evaluating the achievement of Board-approved goals for access to the university system by eligible high school graduates and persistence to completion of baccalaureate degree programs by university undergraduates will also be reported on an annual basis.

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2-103 Enrollment

- A. Non-resident undergraduate headcount enrollment for students taking 7 or more semester credit hours at each university shall not exceed 30 percent of the university's total undergraduate headcount enrollment.
- B. Each university shall report enrollment data on the forms prescribed by the Board.
- C. Policies for Determining Fulltime Equivalent Student Enrollments
 - 1. Introduction
 - a. The Policies for Determining Fulltime Equivalent Student Enrollments establish standards for reporting Headcounts and Fulltime Equivalent Enrollments to the Arizona Board of Regents for the Fall and Spring semesters.
 - b. The policy document contains guidelines for credit courses and students included or excluded from within the enrollment reports.
 - c. The intent of the Policies is to provide fair, equitable and uniform methods of computing student Headcounts and Fulltime Equivalent Enrollments.
 - 2. General
 - a. Enrollment counts are made for both the fall and spring semesters at the close of business on the 45th calendar day following the first day of classes reported in the universities' biennial catalogs. The universities will file official, unaudited enrollment data with the Arizona Board of Regents by the close of business on the 52nd day following the first day of classes. Headcount (HC) and Fulltime Equivalent (FTE) student enrollments reported by statutory budget unit as of the 45th day will reflect all students in courses approved by the Arizona Board of Regents, at the lower division, upper division and graduate levels for credit or audit. Reported HC and FTE also will reflect student withdrawals, adds and drops, late registrants, and class cancellations.

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- (1) Each university shall design and install a system of internal control to provide adequate audit trails and produce reliable information for enrollment reports. Each university president will designate an officer responsible for developing the system of internal controls and the enrollment report.
 - (2) A frozen file reflecting all registration transactions through the 45th day will be the basis for the HC and FTE computations. The frozen 45th day enrollment file does not preclude adjustments during the 46th to the 52nd day, such as resubmitting rejected transactions, correcting errors, or submitting retroactive transactions.
- b. For the purpose of determining student level and load distribution, undergraduate students (including unclassified) will include matriculated students who have not completed a four or five year baccalaureate program, and students seeking another baccalaureate degree.
 - c. For the purpose of determining student level and load distribution, graduate students (including nondegree status) will include matriculated students holding a baccalaureate degree and admitted to the Graduate College.
 - d. The course level will determine undergraduate lower division, undergraduate upper division, or graduate student level.
 - (1) Lower Division Level = courses numbered 100 - 299.
 - (2) Upper Division = courses numbered 300 - 499.
 - (3) Graduate Level = courses numbered 500 and above.
 - e. Dividing total lower division Student Credit Hours by 15 shall determine the number of undergraduate lower division FTE.
 - f. Dividing total upper division Student Credit Hours by 12 shall determine the number of undergraduate upper division FTE.
 - g. Dividing total graduate Student Credit Hours by 10 shall determine the number of graduate FTE.
 - h. Medicine headcount enrollments shall equal FTE enrollments.
 - i. For courses jointly convened at the 400- and 500- levels,

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students registered for 500-level courses count as graduate level credit, and those registered for 400-level courses count as upper division level credit.

3. Inclusion in Headcount and Fulltime Equivalent Enrollments

The following will be included in the computation of HC and FTE enrollments for the Fall and Spring semesters unless the course or the student taking the course is in conflict with university policies or procedures:

- a. Courses where the collection of registration and/or tuition revenues derived from registered students are included in state collections in the state operating budgets of each institution when received by the close of business on the 45th day.
- b. Courses taken by students who have not paid tuition by the close of business on the 45th day when they are:
 - (1) Veterans with tuition deferred by state statute.
 - (2) Students whose tuition is only partially paid due to drop/add transactions.
 - (3) Students whose tuition is not yet paid by governmental agencies or other organizations that have written commitments to pay such fees.
 - (4) Students with approved federal or state assistance, guaranteed student loans, or university administered financial aid, but for whom the university has not yet received funds if adequate documentation is on file.
 - (5) Students who are enrolled in a university approved tuition payment plan. These plans can be either administered in-house or contracted to a third party vendor, or both. The university or vendor may charge a reasonable administrative fee to pay for the advertising, billing, staffing and other costs of the plan(s).
- c. Enrolled graduate students working on theses or dissertations who pay all applicable tuition.
- d. Enrollments in courses that begin after the 45th day

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- providing all other applicable criteria above are met, including student registration and payment of tuition by the close of business on the 45th day.
- e. Enrollments in tri semester courses that most nearly coincide with the start of the first day of classes for the Fall or Spring semesters if all other applicable criteria above are met.
 - f. Enrollments in all courses delivered by nontraditional methods, including educational television, closed circuit television and internet courses, among others, providing all other applicable criteria above are met.
 - g. Interdisciplinary courses taught by a faculty member funded by the State Operating budget. For courses taught jointly by faculty from the University of Arizona Main Campus and the College of Medicine, an apportionment of HC and FTE will be made to the Main Campus based upon the number of faculty and the teaching efforts contributed.
 - h. Enrolled students taking courses at the undergraduate or graduate levels for credit or audit.

4. Exclusion from Headcount and Fulltime Equivalent Enrollments

The following courses or classes will be excluded from HC and FTE computations:

- a. Courses not offered for credit.
- b. Courses where the collection of tuition is not included in the state operating budgets of each institution.
- c. Canceled classes.
- d. Correspondence courses.
- e. College of Medicine courses where HC and FTE are reported separately.
- f. Workshop
 - (1) That do not meet the minimum definition of Unit of Credit, adopted by the Arizona Board of Regents; or
 - (2) That end prior to the first day of classes for the Fall and Spring semesters.
- g. Courses not approved by the Arizona Board of Regents for inclusion in the universities' biennial catalogs.

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- h. Courses taught under contract, unless
 - (1) contract funds for course instruction, less the portion applicable to official local fund allocations, are deposited in state collections. Contract funds for course instruction shall include funds for (a) tuition, and (b) instructor remuneration and fringe benefits; and
 - (2) the per student contract funds deposited in state collections equal or exceed tuition otherwise collected.
- i. Enrollments in duplicate courses not in accordance with university policies.

5. Retroactive Enrollment Transactions

Retroactive enrollment transactions shall be furnished to the officer responsible for the enrollment report. Any material retroactive transaction not furnished in time for inclusion in the enrollment report shall be identified as an adjustment by university staff. The following list of retroactive transactions is not all inclusive, but is a guide for the types of transactions reported to the officer responsible for the enrollment report:

- a. Retroactive student withdrawals, where a student withdrawal is not recorded until after the 45th day but, for administrative purposes, is effective on or before the 45th day.
- b. Retroactive canceled classes, where classes are not formally canceled until after the 45th day.
- c. Offset to canceled classes, a class in which a student has enrolled subsequent to the 45th day as a substitute for a canceled class.
- d. Student reinstatements, applies to students who did not receive administrative approval to enroll in specific courses by the close of business on the 45th day, but subsequently received the required administrative approval.
- e. Offset to student withdrawals, applies to withdrawals from a class or classes recorded on/or before the 45th day but subsequently, for administrative purposes, the student was permitted to re enroll.

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- f. Reinstated canceled classes, classes canceled prior to the 45th day and excluded from the HC and FTE computations; however, for administrative purposes, the canceled classes were re opened.

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2-104 Public Service Reporting Requirement for Students in Colleges of Law and Medicine

All Arizona universities affirm the important of public service in the education and development of students, citizens and professionals. "Public Service" is defined broadly to include activities that advance the public interests of a diverse, plural society.

- A. "Public Service" includes, but it not limited to, the following activities:
 - 1. Work for any organization that satisfies the criteria for a 501c(3) organization; or
 - 2. Work that promotes educational, religious, medical, scientific, health, safety, artistic, political, or other ends of a diverse, plural society.
- B. Graduate Professional Programs at public universities have a special responsibility for enhancing the commitment to public service among their students. Graduate Professional Programs at Arizona universities are committed to programs that cultivate the public service ethic.
- C. The universities will submit periodic reports on student public service in three categories: 1) unpaid volunteer service on and off campus; 2) service related to credit courses; 3) service related to employment.