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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.

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## B. ACADEMIC PROGRAMS

### 2-201 Awarding of Degrees

- A. The universities shall award degrees to candidates who have completed all necessary course and curriculum requirements and other university or Board of Regent requirements. Universities may award the degrees at the conclusion of any university designated academic term.
- B. Diplomas issued by the universities shall bear the signatures of the president of the Board, the Governor of the state, the president of the university, and as determined by the university, other appropriate university officials, and shall be impressed with the seal of the university awarding the diploma.
- C. Facsimile signatures may be used for the names appearing on the diplomas; however, the university shall safeguard the diplomas to protect against the possible distribution to unqualified individuals.
- D. The universities may award honorary degrees in accordance with criteria and procedures developed by each university. Each university shall provide advance notice to the Board and the Executive Director of the names of the individuals who are to receive the degrees.

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## 2-202 Academic Degree Programs

### A. Definition of Academic Degree Program

An academic degree program is a course of study with a prescribed set of requirements which a student must complete. It is identified by a specific degree title and a specific major subject matter area. The name of the major must reflect accurately the skills, competencies, and knowledge to be attained in the course of studies.

### B. Minors

An institution may offer a minor in any subject matter area in which it has an approved degree program. However, any minor in a subject matter area for which there is no degree program must be approved by the Board before a university may announce or offer the minor.

### C. Subspecializations

Within each academic degree program, the universities may offer subspecialties which may be called emphases, concentrations, specializations, or other appropriate terminology which indicates a subdivision of the major. Subspecializations may not be advertised in the catalog or in other university publications except as an area within an approved major. Subspecializations may not develop to the extent that they require students to complete more than 60 percent of the total number of credit hours required in courses in the major field of study.

### D. Master's en route to a doctoral degree

An institution may confer, on an individual basis, a master's degree in any subject matter area in which it has an approved Ph.D. degree program, but for which there is no master's program. The master's degree will carry the same title as that of the Ph.D. program.

1. To be awarded the master's degree, a student must be enrolled in and in good academic standing in the corresponding Ph.D. program and meet the institution's requirements appropriate for a master's degree in the subject area.

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2. An institution may exercise this option only for students admitted directly to a Ph.D. program.

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## 2-203 Academic Degree Program Planning and Implementation

The establishment of any Academic Degree Program requires approval by the Academic Affairs Committee (“the Committee”) prior to announcement and implementation.

### A. The Academic Strategic Plan

1. Annually each university shall present an academic strategic plan to the Academic Affairs Committee for review and for recommendation to the full Board for approval.
2. The academic strategic plan shall define the key academic initiatives planned by the institution and describe how they support both the university’s strategic plan and the strategic plan of the Arizona Board of Regents.
3. The academic strategic plan shall include an Academic Degree Program Inventory of all academic degree programs that are expected to be planned, implemented, merged with other programs or eliminated in the upcoming year. The plan will also address the actions completed from the previous year’s plan, specifically addressing programs that have been implemented and are enrolling students.

### B. Implementation

1. A university may implement any program listed on the approved academic strategic plan that will not require additional state resources or a program fee for the initial three years of a new program.
2. An academic program that will require additional state resources or a program fee to implement must be submitted to the Committee for approval prior to advertising the program and enrolling students.

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3. After collective review by the Chief Academic Officers, a university may request authorization from the Academic Affairs Committee to implement, merge or eliminate a program not listed on the academic strategic plan.
4. The implementation proposal shall address the criteria provided in the implementation for new academic degree programs”, provided on the above website ([www. azregents.edu/faculty](http://www.azregents.edu/faculty)), including:
  - a. Purpose of the program
  - b. Relation to the university mission and strategic direction
  - c. Defined learning outcomes and a description of how those outcomes will be addressed
  - d. The state’s need for the program, including student demand
  - e. Analysis of similar programs offered in the state and region
  - f. Expected faculty and resource requirements
  - g. Financing and 3-year budget

5. Duplicative programs

Substantial justification is required for a request to implement a new program that duplicates a program offered by another Arizona public university. The Committee will consider the following criteria in reviewing a request for implementation for a new degree program that duplicates a degree program offered by another public university in Arizona.

- a. The proposed program is consistent with the long-term mission and goals of the university proposing the program.
- b. The program instructional content and delivery mode respond to the demographic and geographic characteristics of the student demand (e.g., unmet needs, special student populations, distance learning options, etc.)
- c. The proposal should address options for course/program collaboration with the sister institution(s) offering the program.

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6. A university may not admit students to a new program approved for implementation by the committee until substantially all of the funds, as identified in the projected budget-are currently available from existing resources or firmly assured by legislative appropriations or other sources and are committed by the President for the support of the program.

C. Academic Degree Programs

Information on all campuses shall be included in the institution's academic strategic plan as described in 2-203.A.3.

1. All academic degree programs authorized by the Board for a specific university campus and reflected on the academic strategic plan may be offered by any other campus of that institution, subject to review by the Chief Academic Officers, if no additional state resources or program fee will be required for the initial three years of the program, prior to implementation.
  - a. An existing degree program that was not listed on the academic strategic plan may be offered by a campus of that institution subject to the review of the Chief Academic Officers and approval by the Executive Director prior to implementation.
  - b. Academic degree programs requested by a branch campus that are not authorized for the main campus must meet the requirements of subsections A and B of this Policy.
2. Any program that is going to be reflected in the budget process should be submitted to the committee early enough to allow time to evaluate the budgetary impact.

Policy Number: 2-204	Policy Name: Academic Program Changes	
Policy Revision Dates: 1/08, 4/03, 2/96, 11/91, 5/86, 3/85, 7/83,	Page 1	

## 2-204 Academic Program Changes

- A. The establishment of any academic degree program requires approval prior to announcement and implementation, as described in ABOR Policy 2-203 (Enrollment).
- B. The disestablishment of any academic degree program or the merger of two or more academic degree programs requires approval by the Academic Affairs Committee (the "Committee") prior to implementation.
- C. The following academic program changes must be reviewed collectively by the Chief Academic Officers and approved by the Executive Director of the Board prior to announcement and implementation:
  1. Change in the title of an academic degree program.
  2. Transfer of an academic degree program from one organization unit to another.
- D. The Executive Director shall submit to the Committee for approval any changes that the Executive Director deems to be of major significance authorized under ABOR Policy 2-204C (Academic Program Changes).
- E. The Executive Director shall report to the Committee all of the academic program changes authorized by the Executive Director. The agenda of the Committee meetings shall provide an opportunity for the Committee to discuss the report and to consider any recommendations.
- F. A university shall submit all proposed academic degree program changes on a standard request form to the Regents' Central Office for collective review by the Chief Academic Officers.

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- G. All information included in the university catalogs concerning academic degree programs and courses must be consistent with Board actions and policies.

Policy Number: 2-205	Policy Name: Off-Campus Courses and Programs
Policy Revision Dates: 8/04, 1/04, 1/03, 11/00, 2/88, 3/85, 9/84	Page 1

## 2-205 Off-Campus Courses and Programs

### A. General Requirements - Credit Course Work

1. All off-campus graduate and undergraduate credit course work will meet the North Central Association of Colleges and Schools Higher Learning Commission Accreditation requirements including, where appropriate, current guidelines, principles and best practices for the provision of off-campus courses and programs.
2. Each university and its faculty through existed shared governance processes shall determine the academic units, personnel and processes through which board-approved programs are offered off campus.
3. The universities may offer off campus any upper division and graduate credit courses offered on campus. The universities may offer off campus any lower division credit courses that are not available in the course bank of the community college serving the county or that the community college chooses not to offer off campus. Lower division courses electronically delivered off campus are exempt from the provisions of this section.

### B. General Requirements - Non-Credit Course Work

Non-credit courses are delivered by the universities on a self- supporting basis and do not require the expenditure or use of any state funds. The universities may offer non-credit courses at any appropriate location.

### C. Reporting of Data

The universities shall report periodically on the courses and programs offered off campus in a format and on a schedule approved by the Executive Director.

Policy Number: 2-206	Policy Name: Academic Credit
Policy Revision Dates: 8/05, 1/04, 7/86, 3/85	Page 1

## 2-206 Academic Credit

### A. Definition of a Unit of Credit

An hour of work is the equivalent of fifty (50) minutes of classtime (often called a "contact hour") or sixty (60) minutes of independent study work. A minimum of forty-five (45) hours of work by each student is required for each unit of credit. Ordinarily, a course must cover a one (1) -week period for every unit of credit given. During summer sessions, however, six (6) units of credit may be given over a five-week (5) period.

1. At least fifteen (15) contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium, as well as a minimum of thirty (30) hours of student homework is required for each unit of credit;
2. Workshops must involve a minimum of forty-five (45) hours for each unit of credit, including a minimum of fifteen (15) contact hours, with the balance of the requirement in homework;
3. Studios must involve at least thirty (30) contact hours and at least fifteen (15) hours of homework for each unit of credit;
4. Laboratory courses require a minimum of forty-five (45) contact hours per unit of credit;
5. Field trips will be counted hour-for-hour as laboratory meetings;
6. Each unit of internship or practicum must require a minimum of forty-five (45) clock hours of work; and
7. Music instruction and specialized types of music performance offerings must conform to the requirement for accreditation of the National Association of Schools of Music.
8. Off-campus courses, regardless of mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. An equivalent of forty-

Policy Number: 2-206	Policy Name: Academic Credit
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five (45) hours of work by each student is required for each unit of credit.

B. Credit for Courses Developed Under Contract

Universities may contract with outside agencies for the development and/or delivery of training programs to agency employees. The normal contract provides reimbursement to the university for the cost incurred in the development and/or delivery of these courses to the employees of these contracting agencies. While many of the courses may be specifically tailored to the needs of the agency and delivered in a format different from that appropriate for credit course offerings, there may be circumstances under which courses developed in this way will be of such quality that students who successfully complete them may be awarded academic credit by a university. The following are guidelines for the awarding of credit in courses developed under contract to outside agencies.

1. The decision to award academic credit for a course developed under contract and the securing of approvals to award such credit must follow the same procedures as those for any other course developed in the university. The same approvals by curriculum and other committees in the university and from the Arizona Board of Regents are required as those for any other course.
2. A university cannot teach a course developed under contract with an outside agency using the title and number of a course which already exists in the university catalog.
3. A course developed under contract may not be offered for credit under "house numbers," in more than two (2) semesters. Afterward, the course must be subjected to university curriculum procedures applicable to new courses.
4. When a course is to be delivered under contract to an outside agency, the negotiations by the university for the delivery price should include the consideration of whether employees of the agency may receive credit for the course. If the university and the agency agree that agency employees may receive credit for the course, the cost of record keeping for these students, and any other

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costs specifically identified with the awarding of academic credit, must be included in the contract. Students who would not be charged for a university course because they are employees of an agency under contract with the university for delivery of the course cannot be charged extra for the course if they wish to receive credit for it.

5. The awarding of credit and assignment of grades for courses developed and/or offered under contract will be conducted in precisely the same way as for any other course offered by the university. The integrity of the academic processes shall not be compromised by the contractual origin or the nature of the course delivery mechanism.

Policy Number: 2-207	Policy Name: Academic Program Fields of Study
Policy Revision Dates: 2/88, 3/85	Page 1

## 2-207 Academic Program Fields of Study

### A. Forestry and Range Management Programs

The Board recognizes forestry degree programs in Arizona only at Northern Arizona University, and range management degree programs only at the University of Arizona.

### B. Reserve Officers Training Corps

Reserve officers training corps programs shall be offered on a voluntary basis at the universities.

### C. Agriculture Programs

1. The University of Arizona, the state's land grant institution, shall offer the state's only production agriculture programs. Production agriculture is defined as that branch of agriculture dealing with the production of animals, plants, food or fibers.

Arizona State University shall emphasize agribusiness and environmental systems management programs, and shall concentrate its research activities in those areas rather than in production agriculture. Arizona State University shall be authorized to award only the following degree majors in agricultural areas for the bachelor of science and master of science degrees:

Agribusiness  
Environmental Resources in Agriculture

2. If any production agriculture courses need to be delivered in Maricopa County, they shall be delivered by the University of Arizona through the Board's established policies for off-campus credit courses. Nothing in this recommendation shall be interpreted as authorizing the establishment of a University of Arizona branch campus in Maricopa County.

Policy Number: 2-208	Policy Name: Academic Program Review
Policy Revision Dates: 1/08, 8/05, 4/03, 5/97, 10/89, 3/85	Page 1

## 2-208 Academic Program Review

- A. The primary purposes of academic program review are:
1. To provide information that can be used by the university to strengthen and improve academic programs;
  2. To ensure effective use of state resources;
  3. To provide information for university and system-wide planning;
  4. To reduce unnecessary program duplication within and between universities and to eliminate unproductive programs;
  5. To provide information for use in university and Board evaluation of new program proposals, of budget requests and of capital project requests.
  6. To identify and provide special recognition for outstanding programs that have achieved national or international stature.
- B. Internal Program Review
1. Each university shall conduct a review of each program at least once every seven years.
  2. Although departments are the basic unit for review, it is expected that some programs will be reviewed at the college level or at the major level.
  3. Each university shall adopt program review policies that shall include at least the following provisions:
    - a. Each review will include a self-study conducted by administrators and faculty within the unit.

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- b. The review team will include external consultants who are selected through university policies and procedures designed to ensure maximum objectivity.
  - c. The review will include evaluation of all undergraduate and graduate degree programs offered by the unit.
  - d. The review will include an assessment of the adequacy of physical and fiscal resources available to the unit; the quality of the faculty and staff; research, and scholarly or creative activities; student performance; and outcomes of the program and an assessment of the level of the degree productivity.
  - e. The review will include an assessment of the unit's plans and performance related to diversity in the hiring of faculty and staff and to recruitment and retention of students from underrepresented groups.
  - f. For low productive degree programs with graduations below established thresholds, an evaluation will be conducted in accordance with the Board approved guidelines as set forth in a document entitled "A Methodology for Identifying Low Productive and Duplicative Programs" and reported to the Academic Affairs Committee. Except when a university recommends elimination of a program, it must provide the additional information specified in the approved methodology.
4. An accreditation review may be used to satisfy the requirements of this policy only if the review meets all of the criteria established by the Board and the university.
  5. Funding for the reviews shall be provided from the university's existing operating budget.
  6. Each university shall adopt policies and procedures for a systematic and comprehensive follow-up and monitoring of review recommendations.
  7. The results of the reviews shall be reported to the Academic Affairs

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Committee annually on a date and in a format determined by the executive director of the Board. The reports shall include specific plans to address deficiencies identified in the review. The Committee may request special follow-up reports on matters of major significance regarding the quality of the program.

8. A representative of the Board's Central Office or a member of the Academic Affairs Committee may observe at least one program review on each campus each year.

Policy Number: 2-209	Policy Name: Academic Course Numbering
Policy Revision Dates: 12/90, 10/88	Page 1

## 2-209 Academic Course Numbering

### A. Lower Division course (numbered 100-299)

Lower division courses are primarily for freshmen and sophomores. Course numbered from 100 through 199 are primarily introductory and beginning courses. Courses numbered from 200 through 299 are introductory or intermediate-level courses. (See the university catalogs for additional detail.)

### B. Upper Division Courses (numbered 300-499)

Upper division courses are primarily for juniors and seniors. Courses numbered from 300 through 399 are advanced/intermediate-level courses and are not available for graduate credit. Courses numbered 400 through 499 are advanced-level undergraduate courses but may be acceptable for graduate credit with prior approval as specified in the university catalogs. (See the university catalogs for additional detail.)

### C. Graduate Courses (numbered 500-999)

Graduate-level courses are designed primarily for students admitted to graduate programs. Courses numbered from 500 through 599 are graduate courses which are open to advanced undergraduate students with prior approval as specified in the university catalogs. Courses numbered 600 through 699 are graduate courses which are no open to undergraduate students. Courses numbered 700 through 799 are available only to students admitted to doctoral programs or to selected professional graduate programs. Courses numbered 800 through 899 are non-undergraduate and non-graduate professional courses (e.g., Colleges of Medicine and Pharmacy courses at the University of Arizona). courses numbered 900 through 999 may be used for specialized graduate courses or individual study and are counted in the institution's FTE. (See the university catalogs for additional detail.)

Policy Number: 2-301	Policy Name: Organizational Changes	
Policy Revision Dates: 1/2008, 6/2006, 5/86, 3/85, 4/84, 9/83, 7/83	Page 1	

### C. ON-CAMPUS ACADEMIC ORGANIZATIONAL UNITS

#### 2-301 Organizational Changes

Organizational changes to specified academic units require approval by the Academic Affairs Committee (the Committee) prior to announcement and implementation as defined in this policy.

- A. The following academic organizational changes at a university may be implemented without additional approval if they have been included in the academic strategic plan. Changes that have not been listed on the strategic plan must be submitted to the Academic Affairs Committee prior to implementation.
  1. Establishment or disestablishment of any college, school, division, or similar academic unit of a university that offers academic degree programs;
  2. Establishment of any academic department.
- B. The following academic organizational unit changes must be reviewed by the Chief Academic Officers and approved by the Executive Director of the Board prior to announcement and implementation:
  1. Organizational unit name changes;
  2. Disestablishment of any department;
  3. Transfer of an organizational unit from one college to another;
  4. Merger of two or more organizational units.
- C. The Executive Director shall submit to the Board for approval changes of major significance authorized under section B.
- D. The Executive Director shall report to the Committee all of the academic organizational unit name changes authorized by the Executive Director. The agenda shall include an item that provides an opportunity for the Committee to discuss the report and to consider any recommendations.

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- E. All information included in university catalogs concerning academic organizational units must be consistent with Board actions and policies.
- F. A university shall submit all proposed academic organizational changes on a standard request form to the Regents' central office for recommendation by the chief academic officers.
- G. Centers and Institutes: A university shall include in the academic strategic plan a report, in a format determined by the Executive Director, of its general plans/directions to establish, rename, or disestablish centers, institutes, laboratories, or bureaus in the upcoming year. The report will also notify the Committee of any such changes that were implemented in the previous year.
- H. Recommendations to the Board regarding the creation of new academic organizational units identified in section A above that will be funded by reallocation of existing appropriations or by non-state sources shall include information regarding the number of students to be served, the need for the program, the relationship to the institution's Mission and Strategic Plan and the Board's Strategic Plan, the projected budget and source of funds, and the faculty and other positions needed to staff the unit.

Policy Number: 2-302	Policy Name: Descriptions and Definitions of Academic Units
Policy Revision Dates: 8/05	Page 1

## 2-302 Descriptions and Definitions of Academic Units

The following descriptions and definitions will be used by the universities to obtain consistency in terminology for new and existing organizational units which encompass teaching, research, and public service programs.

### A. Department

1. Offers degrees and course work in a field of study;
2. Has assigned faculty and staff;
3. Is responsible for all major teaching, research and public service in a field of study;
4. Has separate identification in university operating budget.

### B. Committee

1. Administers a teaching and research program, usually graduate level and usually results in awarding of degrees;
2. Depends primarily upon cross-listed courses or courses taught by other units;
3. Includes faculty from more than one existing administrative organization;
4. Uses resources, but is not a budget center.

### C. Center or Institute

1. Emphasizes research and/or public service;
2. Includes faculty or staff from several disciplines to coordinate research or public service;
3. Disseminates new knowledge or provides technical assistance;
4. Has separate identification in university operating budget;

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5. Has assigned faculty and staff;
6. Is recognized by federal agencies providing budgetary support on a temporary basis;
7. May offer course work and continuing education.

D. Laboratory or Bureau

Laboratory: Primarily for research

Bureau: Primarily for public service

1. Does not offer courses or degrees;
2. Is usually found within a single discipline and established for a specific purpose;
3. Has separate identification in university operating budget;
4. Has assigned faculty and staff.

E. Other Academic Units (office, agency, or unit)

1. Is not necessarily budgeted separately in university operating budget;
2. Coordinates course offerings, research efforts, or public service activities within other approved academic units.

Policy Number: 2-401	Policy Name: Academic Year Calendar
Policy Revision Dates: 7/86, 3/85	Page 1

#### D. GENERAL ACADEMIC POLICIES

##### 2-401 Academic Year Calendar

The Board shall adopt academic year calendars setting the first day of instruction and the last day of final examinations for each university in the Arizona University System for the Fall and Spring semesters. The last day of the Fall semester must be no later than December 22. All variations from the approved dates must be authorized by the Board at least one year in advance. Within the approved dates, each university may arrange its class and holiday schedule depending upon the needs of its students, local customs, and the requirements of Board Policy 2-206A, Definition of a Unit of Credit.

Policy Number: 2-402	Policy Name: Reports of Accrediting Agencies
Policy Revision Dates: 3/85	Page 1

## 2-402 Reports of Accrediting Agencies

Reports of accrediting agencies shall be filed in the central office.

Policy Number: 2-403	Policy Name: Traveling Scholars Program
Policy Revision Dates: 3/85	Page 1

## 2-403 Traveling Scholars Program

- A. The traveling scholars program enables a student to take advantage of programs or special resources available on another state university campus but not available at his or her own institution.
- B. Any student enrolled and in good standing in one of the universities may be designated a traveling scholar by prior mutual agreement of the appropriate academic authorities at each institution and therefore may:
  - 1. Enroll for a semester at one of the other state universities and receive a waiver of admission requirements and the application fee at the second university, and a guarantee of acceptance of earned credits by the sponsoring institution. In this case, the student will register at the host institution and pay fees according to the schedule established at that institution.
  - 2. Be allowed, during any semester in which the student is registered and has paid fees as a full-time student at one of the state universities, to take one or more classes at any one of the other state universities without the payment of additional fees.
  - 3. Enroll as a degree-seeking student at one state university, for one or more courses at a second institution and receive a waiver of admission requirements and application fee at the second university, and a guarantee of acceptance of credits earned by the institution at which the student is seeking a degree.

Policy Number: 2-404	Policy Name: Nontraditional Education
Policy Revision Dates: 11/00, 3/85	Page 1

## 2-404 Nontraditional Education

- A. The Board of Regents is fully supportive of the establishment and development of viable private institutions of higher education within the state. However, the Regents feel an obligation, both as citizens and as administrators of the public higher education system, to provide protection to Arizona students as consumers and the Arizona public as employers from those who would offer inferior programs of higher education within the state whether these programs be public or private.
- B. The Regents support educationally sound experimentation and development of alternative learning processes and other extra-campus educational activities. However, credits and degrees earned through alternative learning processes should be based on the assessment of defined learning outcomes. For this reason, awarding of traditional degrees for work based upon inadequately evaluated non-traditional learning experiences is not permitted.
- C. The Board of Regents supports a strong and vigorous State Board for Private Postsecondary Education to regulate and license private degree-granting institutions of higher education within the State of Arizona. The Board also supports the adoption of regulations and standards that will provide guarantees to the public that they will receive a quality education for their investment of time, effort and money.

Policy Number: 2-405	Policy Name: WICHE Professional Student Exchange Program
Policy Revision Dates: 12/92, 1/92, 12/87, 3/85	Page 1

## 2-405 WICHE Professional Student Exchange Program

### A. Authorization

The Arizona Board of Regents is the designated agency of the State of Arizona charged with the duty of selecting and contracting with Arizona students who participate in the Professional Student Exchange Program of the Western Interstate Commission for Higher Education. The Executive Director of the Board shall be responsible for administration of the program and the execution of policies the Board adopts for this program. (A.R.S. §15-1743, 1744, 1745, 1746)

### B. Funding

1. The Board will include in its annual legislative request budget funds necessary to pay the WICHE membership fee, the support fees for students continuing in the program, and the support fees for any new positions.
2. Funds requested from the Legislature to support continuing students will not be used to support new students and funds requested to support new students will not be used to support continuing students except in extraordinary circumstances.
3. The priorities for funding students who have been certified are the following: All students eligible for funding in each category shall be funded before any student in the next lower category is funded.
  - a. Continuing students who were supported during the preceding year and who are making satisfactory progress in their academic programs.
  - b. New students who applied for certification prior to October 15 who have been admitted to a participating institution.
  - c. New students who applied for certification after October 15, who have been certified, and who have been admitted to a participating institution.

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- d. Continuing students beyond their first year of professional studies who were eligible for support for an earlier year but not supported due to a lack of funds.
- e. Continuing students beyond their first year of professional studies who have not previously applied for support.
- f. Continuing students who previously dropped WICHE support but who continued in their professional studies.
- g. Continuing students who have completed their basic professional training and who have taken additional graduate or specialized training involving formal class and laboratory work.

### C. Certification and Eligibility

1. In each fiscal year, the Executive Director of the Board will certify as eligible for participation in the Student Exchange Program those students who meet the following requirements:
  - a. Have a cumulative grade point average of at least 2.5 on a 4.0 scale;
  - b. Are citizens of the United States;
  - c. Have been actual bona fide residents of Arizona for at least the last five consecutive years prior to the first day of the semester for which support would be received; and,
  - d. Have completed such preliminary education as will qualify them for admission to a professional or graduate school participating in the program. (A.R.S. §15-1744)
2. Certified students who are not admitted to a participating institution must reapply for certification to be eligible to participate in the next academic year.
3. Before funding a student, the Board shall, on behalf of the state, enter into a written contract with the student. The contract shall set

Policy Number: 2-405	Policy Name: WICHE Professional Student Exchange Program
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forth the method and terms of repayment by the student to the state and shall be on terms and conditions and in a form provided by the Board. (A.R.S. §15-1745)

4. The Executive Director of the Board shall approve all new and continuing students to be supported each year in accordance with the funding priorities set forth in section B(3) of this Policy. No funds shall be committed in excess of those appropriated by the Legislature for student subsidies.
5. Students supported by this program may not receive any other scholarships that pay the students' full tuition and fees, such as those available from the military or Public Health Service, concurrently with WICHE support.

#### D. Rate of Interest

1. The interest rate for a certified student's contract with the Board shall be the rate in effect for the fiscal year during which the student begins the approved course of professional study as a certified and funded student under the Professional Student Exchange Program. The rate shall remain unchanged during the student's participation in the Student Exchange Program.
2. By November 1 of each current fiscal year, the Executive Director of the Board shall set the interest rate in effect for the following fiscal year, which shall be the rate which is equal to the average interest rate, rounded to the nearest one-half percent, of auctioned ninety-one day United States Treasury Bills over the twenty-four month period ending September 30 of the current fiscal year. (A.R.S. §15-1745B).

#### E. Obligated Service

1. Within one year after completing the professional education and internship/residency, the student must begin the practice of this profession within Arizona. Students may fulfill their obligation to Arizona by practicing their profession one calendar year for each academic year they receive WICHE support.

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- a. "Practice" is defined as engaging in the customary activities of the profession for which the person was trained, under the sponsorship of the Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program, within the State of Arizona for a minimum of twenty (20) hours per week with domicile in the State of Arizona. (A.R.S. §15-1745A.1.)
- b. "Customary Activities" are understood to include but not necessarily be limited to, the following: (1) direct provision of clinical services; (2) teaching graduate and undergraduate students in the biological life sciences or health-related courses in a recognized allied health program, in which the professional degree obtained by the recipient is a requirement for the position; and (3) performing research or public health activities in a public or private setting in which the professional degree obtained by the recipient is a requirement for the position.
2. For each year of practice or internship within the state or in military service resulting from involuntary induction, there shall be discharged an obligation for one year of study for which a portion of the cost was paid by the state. For each six months of practice in a locality where the board of examiners or licensing board has certified that there is an exceptional need for this profession there shall be discharged an obligation for one year of study for which a portion of the cost was paid by the state. (A.R.S. §15-1745A.2.(b))
3. Students enrolled in accelerated calendar year programs who elect to fulfill their obligation to Arizona by in-state practice must practice their profession in Arizona one year for each nine-month period they received support.
4. Delays in Establishing Practice
  - a. Graduates who are involuntarily inducted into military service must establish practice in Arizona or begin repayment within one year following completion of the required military service.

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- b. Students who begin formal postgraduate studies within one year following completion of their professional degree program must establish practice in Arizona or begin repayment within one year following completion of their postgraduate studies.
- c. A student who is unable to initiate professional practice in Arizona within one year after graduation due to a severe medical or other unavoidable problem beyond the student's control may petition the Executive Director for an extension of the one-year grace period. The student's failure to find satisfactory employment in Arizona will not be considered sufficient cause for an extension of the grace period. (A.R.S. §15-1745A.1.)

F. Repayment

- 1. Students who do not practice the profession for which they were trained under the sponsorship of the WICHE Professional Student Exchange Program and students who fail to complete their training shall repay to the state one-half of all sums expended by the state for and in behalf of the student under the provisions of the student's contract and Arizona statutes. (A.R.S. §15-1745A.3.)
- 2. For each student who is obligated to repay, a schedule of payments will be prepared according to the requirements of A.R.S. § 15-1745A.2. and A.3. The schedule will be based on the total principal and the accumulated interest which is due on the date the student is obligated to begin repayment. The amount of interest collected in each payment will be determined by the rate of interest required by Arizona statute, the declining balance of the outstanding obligation, and the length of time between payment due dates.
- 3. Individuals who fail to make payments according to their repayment schedule will be referred to Legal Counsel for the Board for appropriate action.
- 4. Except as specified in E.5. below, a student who fails to complete the course of study for which WICHE support was received must

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begin repayment within three months following the last day of the final semester in which the student was enrolled. (A.R.S. §15-1745A.3.)

5. A student who fails to complete a course of study because of an interruption for one school year or more due to a cause or causes beyond the student's control and who expects to continue and complete the required course of study may petition the Executive Director for a delay in beginning the repayment obligation not to exceed 12 months. The petition must explain in detail the circumstances which led to the interruption and must include a statement from the institution in which the student was enrolled indicating that the student will be readmitted for continuation of the program of studies. (A.R.S. §15-1745A.3.)
6. Students who fail to practice their profession within the state for such continuous time as completely discharges their obligation, except for the delays identified in D.4. above, shall begin repayment of the balance of their obligation within three months following the termination of practice in Arizona. (A.R.S. §15-1745A.3.)
7. Students who elected to repay the state rather than discharge their obligation through practice in Arizona, and who have repaid a part of the amount owed to the state, may discharge the balance of their obligation by subsequent practice within Arizona. (A.R.S. §15-1745A.4.)
8. In the event of the death of a student during the period of education, internship, or practice, that student's obligation to the state under the WICHE Program shall cease except as to any portion thereof which is then past due. (A.R.S. §15-1745A.5.)

#### G. Appeals

The student may appeal decisions made by the Executive Director on matters of delay in repayment or extension of period of grace to the Board of Regents. The appeal must be in writing and must be submitted to the Counsel to the Board within 15 calendar days after receipt of the Executive Director's decision. The decision of the Board shall be final.

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2-406 WICHE Mineral Engineering Program

Repealed

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## 2-407 Graduate Teaching Assistants and Associates

- A. Each university will develop and maintain appropriate programs to provide training in basic teaching methods and skills for all graduate teaching assistants and associates.
- B. Each university will require that an appropriate regular faculty member formally assess the teaching performance of each graduate teaching assistant and associate every semester and submit a written report of the assessment to the department chair and to the graduate teaching assistant or associate.
- C. Each university shall require the department chair or other appropriate administrator to certify in writing that each graduate assistant or associate has clearly demonstrated the high level of oral and written skill in English necessary for effective classroom teaching.

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## 2-408 Approval of Affiliation or Preceptorship Agreements

The Board authorizes the president of the university to approve affiliation agreements and preceptorship agreements between the Board, acting on behalf of the university, and an individual, organization, or agency for the purpose of providing facilities and/or educational experiences or programs for university students.

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## 2-409 Course Materials

- A. Pursuant to A.R.S. § 15-1891, the publisher of course materials shall provide the following written information to faculty members and any other employees who are in charge of selecting or adopting course materials:
1. A listing of relevant course materials offered by the publisher and whether each of the course materials are offered in a bundled package or sold separately;
  2. The suggested retail price, the estimated wholesale price or the price that the publisher makes available to the public for the course materials; the publisher may include the time period during which the pricing is applicable;
  3. The copyright dates of the previous edition if the copyright dates do not appear in the course materials; and
  4. A summary of the substantive content differences between the current edition of the course materials and the immediate previous edition.
- B. The university shall notify faculty members and employees of the requirements of Section A. and adopt policies that instruct a faculty member or employee who is in charge of selecting or adopting course materials to place orders with sufficient lead time to enable the university bookstore or contract managed bookstore to confirm the availability of the requested materials.
- C. The university shall encourage faculty to consider the cost to students when selecting course materials and encourage faculty to select lower cost options, such as supplements to existing texts rather than new texts, when appropriate.

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- D. The university shall work with faculty members or any other employees who are in charge of adopting course materials to make a request for information pursuant to Section A.
- E. No faculty member or employee shall demand or receive any payment, loan, advance, good or deposit of money present or promised for selecting or purchasing specific course materials required for coursework or instruction, except that the faculty member or employee may receive:
1. Free review copies, complimentary teacher editions or instructional materials that are not intended to be sold by any faculty, staff or bookstore;
  2. Royalties or other compensation from the sale of course materials that include the faculty member's own writing or work;
  3. Honoraria for academic peer review of course materials; and
  4. Training in the use of course materials and learning technologies.
- F. A book buyer or vendor of course materials shall not solicit a faculty member or employee of the university for the purpose of selling or trading a free sample copy or complimentary teacher editions provided at no charge by a publisher to a faculty member or employee.
- G. Compliance with Higher Education Opportunity Act
1. By July 1, 2010, universities will, "to the maximum extent practicable" disclose on their internet course schedule the international standard book number ("ISBN") and retail price information of required and recommended textbooks and supplemental materials for each course listed on the institution's course schedule. If the ISBN number is not available, the institution must disclose the author, title, publisher and copyright date instead. Finally, if the institution determines it is not practicable to disclose either the ISBN number or the alternative information, it must place "to be determined" on its internet course schedule.

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2. Universities also must, as soon as practical and at the bookstore's request, provide their bookstore the university's course schedule for the subsequent academic period, the number of students enrolled in each course, the maximum student enrollment in each course, and the ISBN numbers and retail price information of all required or recommended textbooks and supplemental materials.
  3. Universities must also disclose on any written course schedules that textbook information is available on their internet course schedules and provide the web address.
  4. Universities are encouraged to provide students information on institutional programs for renting textbooks or buying used textbooks, institutional guaranteed textbook buy-book programs, institutional alternative content delivery programs, and other cost-saving strategies.
- H. This policy shall not be construed in a manner that violates academic freedom.
- I. For the purposes of this policy:
1. "Book buyer" means any person or entity, including a university or community college district bookstore, engaged in the purchase or sale of course materials.
  2. "Bundled" means one or more course materials that are packaged together to be sold as course materials for a single price.
  3. "Complimentary teacher editions" means a book with information that is meant for the exclusive use of faculty members, commonly labeled as an "instructor edition" or "instructor manual" and that contains answers and solutions, test questions and pedagogical techniques.

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4. "Course materials" means any textbook or other instructional tool published for the purpose of classroom instruction and used for or in conjunction with a course in a university under the jurisdiction of the Arizona Board of Regents or a community college under the jurisdiction of a community college district in this state.
5. "Publisher" means any publishing house, firm or company that produces course materials.
6. "Sample copy" means any book that is the same as the regular student edition.
7. "Substantive content" means portions of a college textbook, including new chapters, additional eras of time, new themes or new subject matter.
8. "Written information" means information provided on print material, and includes electronic communication or publication on a website.