Item Name: Proposed Revisions to ABOR Policy 2-121 "Undergraduate Admission" (First Reading)

- ☐ Action Item
- ☐ Committee Recommendation to Full Board
- ☒ First Read of Proposed Policy Change
- ☐ Information or Discussion Item

Issue: The board office and the universities ask the board to review on first reading the proposed revisions to ABOR Policy 2-121 "Undergraduate Admissions."

Enterprise or University Strategic Plan

- ☒ Empower Student Success and Learning
- ☒ Advance Educational Attainment within Arizona
- ☐ Create New Knowledge
- ☒ Impact Arizona
- ☐ Compliance
- ☐ Real property purchase/sale/lease
- ☐ Other:

Background/History of Previous Board Action

- During the June 3, 2015 Academic and Student Affairs Committee meeting, when the committee was discussing adding a CTE course to the admission competency requirements, it was decided that a complete review of the undergraduate admissions policy is in order.

- The board last conducted a comprehensive review of the admissions policy at a study session in January 2003. The proposed changes to admission policies were approved at the April 2003 board meeting. Starting in the Fall 2006, data regarding the implementation of the new admission policies was provided as part of the annual Fall Enrollment Report.

Statutory/Policy Requirements

ABOR Policy 2-121 - "Undergraduate Admission" Each university will admit all undergraduate applicants who are residents of Arizona and who meet the general aptitude and basic competency requirements approved by the board. For students who are classified for tuition purposes as Arizona residents in accordance with the requirements for resident status, the Board will establish qualifications that assure admission to any of the 3 public universities.

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Discussion

- The ABOR Undergraduate Admissions Policy Work Group, with representatives from each university and the board office began its review of the policy on August 12, 2015. Kasey Urquidez, UA vice president of enrollment management/student affairs advancement and dean of undergraduate admissions served as chair.

- The work group considered:
  1. university assured and delegated admission policies;
  2. the general aptitude and academic competencies requirements;
  3. relevant data and literature regarding educational assessments on college readiness and completion;
  4. review of the 2014 High-School Eligibility Study;
  5. an environmental scan and input from K-12 and other stakeholders; and
  6. the best practices of peer institutions in other states.

- The workgroup conducted a scan of national practices of 20 institutional peers and competitors related to admission criteria and process.

- The workgroup also conducted a comprehensive scan of best practices at three university systems related to admissions indicators as predictors for academic success, retention and graduation.

  - University of Massachusetts System
  - University System of Georgia
  - University of Wisconsin System

- Class rank and grade point average (GPA) data was collected from ten Arizona high schools and findings indicated that 9 out of 10 schools in the 25th percentile had a 3.0 GPA or better.

- The workgroup conducted four public forums & feedback opportunities in Tucson, Flagstaff, Tempe, and Yuma.

- A website was developed to solicit feedback, comments and suggestions from the public. *https://www.azregents.edu/about/academic-and-student-affairs-committee-feedback-comments-and-suggestions*

- Some of the proposed changes include:
  1. Keeping “class rank” as part of Assured Admission for freshmen, but add 3.0 GPA (unweighted) in the 16 core academic coursework competencies.
  2. Updating the policy to reflect that Career and Technical Education (CTE) is now addressed in the academic coursework competencies.
  3. Creating separate criteria for freshman and transfer applicants.

4. Adding a chart of core competencies, as requested by high school counselors.
5. Changing “Foreign Language” to “Second Language”
6. Updating requirements for transfer students
7. Clarifying that students admitted without the completion of the core competencies may be required to satisfy one or more deficiencies or may be required to participate in special programs designed to strengthen academic preparedness for university-level courses.

- The Arizona Board of Regents, following a multi-year planning effort, formally established a vision for Arizona’s higher education enterprise. This vision established the rationale, mission and specific objectives for the universities in addressing Arizona’s needs for its citizens.

- Specifically, the board defined the higher education enterprise mission through 2025 and as a partner of the Achieve60AZ statewide educational attainment goal initiative, the higher education enterprise is committed to:

    - Increase the educational attainment of Arizona citizens, through enhanced access, by producing enough quality degrees for the state to be nationally competitive.
    - Provide the educated workforce, through enhanced access, needed to fill shortages and to stimulate demand for higher paying jobs in Arizona.
    - Provide an accessible and affordable undergraduate education.

- The proposed changes to the admission policy and standards will provide the universities with more flexibility in admitting those students who are most likely to succeed in a university setting. At the same time, the changes should increase accountability measures to ensure a commitment to access and diversity at our universities.

- Revisions to the admission policy attempts to demystify the college application process and allow students who are applying to our universities to better understand the process and requirements for college readiness.

- Board adoption of these revised standards is expected to take place with a second reading at the board meeting in November 2016.

- The proposed changes to admission policy 2-121 if approved, will take effect for the freshman and transfer class entering in the fall 2017 semester.

Committee Review and Recommendation
The Academic and Student Affairs Committee reviewed this item at its September 21, 2016 meeting, and recommended forwarding the item to the full board for first reading.

Requested Action
The board office and the universities ask the board to review on first reading the proposed revisions to ABOR Policy 2-121 regarding the undergraduate admission policy.

~~2-121 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 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 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:~~

~~(a) Completes 4 high school credits in English, or~~

~~(b) Completes 1 transferable course, equivalent to a 3-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 4 high school credits in college preparatory mathematics including Algebra I and II, Geometry, and culminating in 1 credit of advanced mathematics for which Algebra II is a prerequisite, or~~

~~(b) Completes 1 transferable course, equivalent to a 3-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 1 credit in each of 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 1 of the 3 required courses. An advanced placement course, a higher level international baccalaureate course, or other honors course taken in the last 2 years of high school in the same subject will satisfy the third course requirement. It is preferable that students take 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 or in other laboratory sciences such as physical science.~~

~~A Laboratory Science course is defined as a course in which at least 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 3 high school credits in Laboratory Science courses, including the 3 different laboratory sciences outlined above, or~~

~~(b) Complete 3 transferable courses, each equivalent to 4-semester credit hours, in Laboratory Science courses from a regionally accredited institution of higher education, including the 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~~	

~~(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 2 high school credits in the same Foreign~~

~~Language; or~~

~~(b) Complete 2 transferable courses, each equivalent to 3 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~~

~~(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 1 year of study in American History and at least 1 additional year of study in 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 2 high school credits in Social Science courses including the 2 different Social Sciences listed above, or~~

~~(b) Complete 2 transferable courses, each equivalent to 3 semester credit hours in Social Science from a regionally accredited institution of higher education including the 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.~~

~~(6) Fine Arts or Career and Technical education~~

~~Competency may be demonstrated by either of the following fine arts or career and technical education options:~~

~~(a) 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:~~

~~(1) Completes 1 high school credit in a Fine Art or any combination of 2 semesters of high school Fine Arts courses; or~~

~~(2) Completes 1 transferable course, equivalent to 3-semester credit hours, in Fine Arts from a regionally accredited institution of higher education.~~

~~(b) Career and Technical Education~~

~~Applicant must demonstrate competency in career and technical education (CTE) by completing at least 1 year of study in a CTE course that is part of a CTE program approved by the CTE division of the Arizona Department of Education (ADE).~~

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

~~(1) Complete 1 high school credit in a CTE course or 2 semesters of high school CTE~~

courses included in the same CTE program approved by ADE, or

(2) Complete 1 course, equivalent to 3-semester credit hours, from a regionally accredited institution of higher education in CTE corresponding to a CTE program approved by ADE or an approved associate degree or certificate program at that institution.

2. Each university will admit all undergraduate applicants who are residents of Arizona and who complete the Arizona General Education Curriculum (AGEC-A, AGEC-B or AGEC-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

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 1 credit in 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

~~grant 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 grant point average of at least 2.00 on a 4.00=A scale.~~

~~2. Students admitted under the conditions in ABOR Policy 2-121B.1.a and B.1.b (Undergraduate Admission, Delegated Undergraduate Admission) must satisfy any deficiencies in the basic competencies 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 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 10 percent 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 1-121A.2 (Undergraduate Admission) yet lack 1 credit in only 1 or 2 of the competency subject areas, are not included in the 10 percent limitation.~~

~~a. Students who have high school grant 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 2 years and who were previously enrolled at a University of Community College in Arizona may be admitted by the criteria in ABOR Policy 2-121A 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 of 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. Undergraduate Admissions for Northern Arizona University Joint Admission Programs and NAU-Yavapai~~

~~1. Joint Admission Programs and NAU-Yavapai consist of formal agreements between Northern Arizona University and an Arizona public Community College.~~

~~2. Northern Arizona University may admit students who are regularly admitted to the Community College into Joint Admission Programs and NAU-Yavapai Undergraduate Programs. Students admitted into these programs are exempt from meeting other admissions requirements described elsewhere in this Policy.~~

~~3. If the Community College determines, through transcript evaluation, placement testing or other methods, that a student lacks any basic competencies needed to complete college-level coursework, the student will be required to successfully complete developmental coursework before being permitted to enroll in Northern Arizona University courses.~~

~~4. To remain in good standing and progress through the program, students admitted into the Joint Admission Programs and NAU-Yavapai must participate in academic advising and academic planning, as required by Northern Arizona University, and meet all requirements for continuing students at Northern Arizona University including minimum grand point average.~~

~~5. Students in the Joint Admission Programs and NAU-Yavapai who wish to~~

~~participate or enroll in another NAU Campus or Program must meet the admission requirements for Community College transfer students.~~

~~D. 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 achievement 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 education or higher education institutions that are candidates for regional accreditation.~~

~~E. Special Admission of Students~~

~~1. Each university will establish admission requirements that allow the admission of students under age 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. Student who are degree seeking must meet basic competency requirements outlined in ABOR Policy 2-121A.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 6 semester credit hours per semester.~~

~~F. 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 2-121A and B (Undergraduate Admission, Requirements for Assured Admission for Residents of Arizona and Delegated Undergraduate Admission).~~

~~G. The Universities will report annually to the Board on the use of discretion in the admission of applicants as described under ABOR Policy 2-121B (Undergraduate Admission, Delegated Undergraduate Admission) using a~~

~~format approved by the President of the Board. 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.~~

2-121 UNDERGRADUATE ADMISSION

THE ADMISSION STANDARDS OUTLINED IN THIS POLICY REPRESENT UNDERGRADUATE DOMESTIC ADMISSION REQUIREMENTS FOR THE ARIZONA UNIVERSITY SYSTEM. ADMISSION STANDARDS ARE ESTABLISHED TO ENSURE STUDENTS ARE PREPARED TO SUCCEED IN COLLEGE. EACH UNIVERSITY MAY ADOPT ADDITIONAL REQUIREMENTS FOR ADMISSION TO COLLEGES, SCHOOLS OR OTHER ACADEMIC UNITS WITHIN THE UNIVERSITY.

A. FRESHMAN APPLICANTS

A FRESHMAN IS DEFINED AS A STUDENT WHO HAS GRADUATED FROM A REGIONALLY ACCREDITED HIGH SCHOOL AND HAS FEWER THAN 12 TRANSFERABLE COLLEGE CREDITS POST-HIGH SCHOOL.

1. ADMISSION CRITERIA FOR RESIDENTS AND NON-RESIDENTS

a. ASSURED ADMISSION

(1) EACH UNIVERSITY WILL ADMIT UNDERGRADUATE APPLICANTS, FROM REGIONALLY ACCREDITED HIGH SCHOOLS, WHO MEET THE 16 ACADEMIC COURSEWORK COMPETENCY REQUIREMENTS, HEREIN AFTER CALLED “CORE” OR “CORE COMPETENCIES,” AND DEMONSTRATE APTITUDE FOR COURSEWORK BY EARNING A 3.00 UNWEIGHTED CORE GRADE POINT AVERAGE (GPA) ON A 4.00 = A SCALE IN THE CORE COMPETENCIES OUTLINED IN SECTION ABOR POLICY 2-121C OR RANK IN THE TOP 25 PERCENT OF THEIR GRADUATING HIGH SCHOOL CLASS.

(2) EACH UNIVERSITY WILL ADHERE TO THE CORE GPA AS THE PRIMARY CONSIDERATION FOR ASSURED ADMISSION.

b. DELEGATED ADMISSION

(1) EACH UNIVERSITY MAY USE ITS DISCRETION IN ADMITTING APPLICANTS WHO DO NOT MEET THE ASSURED ADMISSION REQUIREMENTS, PROVIDED THE APPLICANT EARNS A CORE HIGH SCHOOL GRADE POINT AVERAGE (GPA) OF 2.5 OR ABOVE ON A 4.00 = A SCALE IN THE CORE COMPETENCIES AND HAVE NO MORE THAN 2 DEFICIENCIES. THESE 2 DEFICIENCIES CANNOT BE IN THE SAME CORE

SUBJECT AREA OR A COMBINATION OF MATH AND LABORATORY SCIENCE.

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 FOR RESIDENT STUDENTS.

2. HOME-SCHOOLED STUDENT CRITERIA

a. EACH UNIVERSITY WILL ADMIT HOME-SCHOOLED STUDENTS WHO MEET CRITERIA DEVELOPED AND ESTABLISHED BY EACH UNIVERSITY. AS POSSIBLE, THE UNIVERSITIES WILL FOLLOW THE ADMISSION CRITERIA OUTLINED IN A.1.A. AND B.

B. TRANSFER APPLICANTS

A TRANSFER APPLICANT IS DEFINED AS A STUDENT WHO HAS ATTENDED ONE OR MORE COLLEGES/UNIVERSITIES AND HAS COMPLETED 12 OR MORE TRANSFERRABLE COLLEGE OR UNIVERSITY CREDITS POST-HIGH SCHOOL.

1. RESIDENT ADMISSION CRITERIA

a. ASSURED ADMISSION

(1) EACH UNIVERSITY WILL ADMIT ALL ARIZONA RESIDENT UNDERGRADUATE APPLICANTS WHO COMPLETE THE ARIZONA GENERAL EDUCATION CURRICULUM (AGEC-A, AGEC-B OR AGEC-S) AND HAVE A MINIMUM CUMULATIVE GRADE POINT AVERAGE OF 2.50 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.

b. DELEGATED ADMISSION

(1) EACH UNIVERSITY MAY USE ITS DISCRETION IN ADMITTING OTHER RESIDENT APPLICANTS FOR UNDERGRADUATE ADMISSION WHO DO NOT MEET THE ASSURED ADMISSION REQUIREMENTS PROVIDED THAT THE APPLICANTS MEET THE

FOLLOWING REQUIREMENTS:

(a) HAVE NO MORE THAN 2 DEFICIENCIES. THESE 2 DEFICIENCIES CANNOT BE IN THE SAME CORE SUBJECT AREA OR A COMBINATION OF MATH AND LABORATORY SCIENCE, AND

(b) HAVE FEWER THAN 24 TRANSFERABLE COLLEGE OR UNIVERSITY CREDIT HOURS (12 – 23 CREDIT HOURS) AND HAVE A CORE HIGH SCHOOL GRADE POINT AVERAGE OF 2.00 OR ABOVE ON A 4.00 = A SCALE, OR

(c) 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

(d) HAVE 24 OR MORE TRANSFERABLE COLLEGE OR UNIVERSITY CREDIT HOURS WITH A CUMULATIVE GRANT POINT AVERAGE OF AT LEAST 2.00 ON A 4.00 = A SCALE.

2. NON-RESIDENT ADMISSION CRITERIA

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 FOR RESIDENT STUDENTS. ADMISSION CRITERIA MAY VARY BY UNIVERSITY AND PROGRAMS.

a. DELEGATED ADMISSION

(1) EACH UNIVERSITY MAY USE ITS DISCRETION IN ADMITTING NON-RESIDENT APPLICANTS FOR UNDERGRADUATE ADMISSION PROVIDED THE APPLICANTS MEET THE FOLLOWING REQUIREMENTS:

(a) HAVE NO MORE THAN 2 DEFICIENCIES. THESE 2 DEFICIENCIES CANNOT BE IN THE SAME CORE SUBJECT AREA OR A COMBINATION OF MATH AND LABORATORY SCIENCE, AND

(b) HAVE FEWER THAN 24 TRANSFERABLE COLLEGE OR UNIVERSITY CREDIT HOURS (12 –

23 CREDIT HOURS) AND HAVE A CORE HIGH SCHOOL GRADE POINT AVERAGE OF 2.00 OR ABOVE ON A 4.00 = A SCALE, OR

(c) HAVE 24 OR MORE TRANSFERABLE COLLEGE OR UNIVERSITY CREDIT HOURS WITH A CUMULATIVE TRANSFER GRADE POINT AVERAGE OF AT LEAST 2.00 ON A 4.00 = A SCALE.

C. CORE COMPETENCIES

1. AN APPLICANT MUST DEMONSTRATE ACADEMIC COMPETENCY IN EACH OF THE CORE 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 OF AT LEAST 2.00 ON A 4.00 = A SCALE IN EACH SUBJECT AREA. IF THE CORE SUBJECT AREA GPA FALLS BELOW A 2.00 ON A 4.00 SCALE, IT WILL BE CONSIDERED A DEFICIENCY. A HIGH SCHOOL CREDIT IS DEFINED AS 1 YEAR OF STUDY.

2. A UNIVERSITY MAY REQUIRE THAT, IN ORDER TO COMPLETE AN APPLICATION FOR ADMISSION, APPLICANTS MUST SUBMIT SCORES FROM COLLEGE ADMISSION STANDARDIZED TESTS FOR PLACEMENT IN BASIC PROFICIENCY COURSES.

EXECUTIVE SUMMARY

CORE COMPETENCIES				
SUBJECT AREA	**ABOR DESCRIPTION**	**OR ACT SCORE**	**OR SAT SCORE**	**OR COLLEGE**
English 4 credits/years Composition/ Literature	English must include literature and have a substantial emphasis on grammar and composition. Courses such as journalism, business communications, and speech, for example may improve a student's ability in english, but they are not devoted exclusively to the study of english and may not be substituted for a regular english course.	English sub score of 21 or above.	Critical reading score of 530 or above pre-march 2016 or 580 or above march 2016 or later.	One 3-credit transferable english course
Mathematics 4 credits/years	Applicants must complete 4 high school credits in college preparatory mathematics including algebra i and ii, geometry, and culminating in 1 credit in advanced mathematics for which algebra ii is a prerequisite. *It is strongly recommended that students take mathematics during their senior year of high school.*	Math sub score of 24 or above.	Math score of 540 or above pre-march 2016 or 570 or above march 2016 or later.	One transferable 3-credit course at the college algebra level or higher.
Lab science 3 credits/years	A laboratory science course is defined as a course in which at least 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, such as chemistry, physics, earth sciences and biology.	Natural science sub score of 20 or above. (test scores may be used to show competency in one (1) science only)	Sat subject test: Chemistry—600 or above; Biology—590 or above; Physics—620 or above	Three transferable courses each equivalent to 4-credit lab science courses (only two may be in the same field)
Social science 2 credits/years	Applicants must demonstrate competency in social science by completing at least 1 year of study in american history and at least 1 additional year of study in 1 other social science field such as: european or world history, economics, sociology, geography, government, psychology, or anthropology.	N/a	Sat subject test scores: American history/social studies: 560 or above; European/world culture: 580 or above	One 3-credit american history course and one 3-credit social science course
Second language 2 credits/years	Applicants must demonstrate competency in a second language by completing 2 high school credits in the same second language.	Attain a minimum score on a national standardized language test such as ap or clep examination scores; or earn certified placement into third college-level semester of higher based on an exam given by an accredited institution of higher education.		One year of study in the same language; includes american sign language.
Fine arts 1credit /year ------ or ------ Cte 1 credit/year	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.	N/a	N/a	One 3-credit fine arts class.
	Competency may be demonstrated by completing 1 high school credit in a cte course or 2 semesters of high school cte	N/a	N/a	One 3-credit cte course in to a cte program approved by ade.

D. SPECIAL ADMISSION CONSIDERATION AND TYPES

1. EACH UNIVERSITY WILL ESTABLISH ADMISSION REQUIREMENTS THAT ALLOW THE ADMISSION OF STUDENTS UNDER AGE 18 AND STUDENTS SEEKING ADMISSION THROUGH GENERAL EDUCATION DEVELOPMENT (GED) OR OTHER RELEVANT EQUIVALENCY EXAMS.

2. 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 6 SEMESTER CREDIT HOURS PER SEMESTER.

3. STUDENTS WHO GRADUATE FROM NON-ACCREDITED ARIZONA PUBLIC CHARTER SCHOOLS SHALL BE EVALUATED FOR ADMISSION USING THE REQUIREMENTS OUTLINED IN ABOR POLICY 2-121A.

4. STUDENTS ADMITTED WITHOUT THE COMPLETION OF THE CORE COMPETENCIES MAY BE REQUIRED TO SATISFY ONE OR MORE DEFICIENCIES OR MAY BE REQUIRED TO PARTICIPATE IN SPECIAL PROGRAMS DESIGNED TO STRENGTHEN ACADEMIC PREPAREDNESS FOR UNIVERSITY-LEVEL COURSES.

5. EACH UNIVERSITY MAY ADOPT ALTERNATIVE ADMISSION REQUIREMENTS FOR APPLICANTS WHO ARE AGE 22 OR OLDER AND WHO DEMONSTRATE READINESS FOR COLLEGE-LEVEL STUDY.

6. 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 10 PERCENT OF THE STUDENTS ADMITTED FOR EACH SEMESTER MAY BE ADMITTED BY THE SPECIAL ADMISSION COMMITTEE UNLESS AUTHORIZED BY THE BOARD. STUDENTS WHO MEET THE DELEGATED ADMISSION CRITERIA FOR FRESHMAN AND TRANSFER APPLICANTS IN THE ABOVE SECTIONS ARE NOT INCLUDED IN THE 10 PERCENT LIMITATION.

   a. STUDENTS WHO HAVE A CORE HIGH SCHOOL GRADE POINT AVERAGE OF AT LEAST 2.00 ON A 4.00 = A SCALE AND EITHER UPWARD GRADE TRENDS DURING HIGH SCHOOL IN ACADEMIC COURSES SUCH AS MATHEMATICS, ENGLISH, SOCIAL SCIENCE, SCIENCE AND SECOND 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.

7. HONORABLY DISCHARGED VETERANS WHO HAVE SERVED IN THE ARMED FORCES OF THE UNITED STATES FOR A MINIMUM OF 2 YEARS AND WHO WERE PREVIOUSLY ENROLLED AT A UNIVERSITY OR COMMUNITY COLLEGE IN ARIZONA MAY BE ADMITTED BY THE CRITERIA IN THIS POLICY, 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).

8. THE UNIVERSITIES WILL REPORT ANNUALLY TO THE BOARD ON THE USE OF DISCRETION IN THE ADMISSION OF APPLICANTS AS DESCRIBED ABOVE USING A FORMAT APPROVED BY THE PRESIDENT OF THE BOARD. 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.

9. 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 EDUCATION OR HIGHER EDUCATION INSTITUTIONS THAT ARE CANDIDATES FOR REGIONAL ACCREDITATION.

10. UNDERGRADUATE ADMISSIONS FOR NORTHERN ARIZONA UNIVERSITY JOINT ADMISSION PROGRAMS AND NAU-YAVAPAI

a. JOINT ADMISSION PROGRAMS AND NAU-YAVAPAI ARE GOVERNED BY AGREEMENTS BETWEEN NORTHERN ARIZONA UNIVERSITY AND AN ARIZONA PUBLIC COMMUNITY COLLEGE.

(1) NORTHERN ARIZONA UNIVERSITY MAY ADMIT STUDENTS WHO ARE REGULARLY ADMITTED TO THE COMMUNITY COLLEGE INTO JOINT ADMISSION PROGRAMS AND NAU-YAVAPAI UNDERGRADUATE PROGRAMS. STUDENTS ADMITTED INTO THESE PROGRAMS ARE EXEMPT FROM MEETING OTHER ADMISSIONS REQUIREMENTS DESCRIBED ELSEWHERE IN THIS POLICY.

(2) IF THE COMMUNITY COLLEGE DETERMINES, THROUGH TRANSCRIPT EVALUATION, PLACEMENT TESTING OR OTHER METHODS, THAT A STUDENT LACKS ANY BASIC COMPETENCIES NEEDED TO COMPLETE COLLEGE-LEVEL COURSEWORK, THE STUDENT WILL BE REQUIRED TO SUCCESSFULLY COMPLETE DEVELOPMENTAL COURSEWORK BEFORE BEING PERMITTED TO ENROLL IN NORTHERN ARIZONA UNIVERSITY COURSES.

(3) TO REMAIN IN GOOD STANDING AND PROGRESS THROUGH THE PROGRAM, STUDENTS ADMITTED INTO THE JOINT ADMISSION PROGRAMS AND NAU- YAVAPAI MUST PARTICIPATE IN ACADEMIC ADVISING AND ACADEMIC PLANNING, AS REQUIRED BY NORTHERN ARIZONA UNIVERSITY, AND MEET ALL REQUIREMENTS FOR CONTINUING STUDENTS AT NORTHERN ARIZONA UNIVERSITY.

(4) STUDENTS IN THE JOINT ADMISSION PROGRAMS AND NAU-YAVAPAI WHO WISH TO PARTICIPATE OR ENROLL IN ANOTHER NAU CAMPUS OR PROGRAM MUST MEET THE ADMISSION REQUIREMENTS FOR COMMUNITY COLLEGE TRANSFER STUDENTS.