

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Policy R461, Access, Admission, and Articulation

Issue

R461 was last updated in 1992, and much of the policy uses outdated language, is rather prescriptive, and/or does not reflect current practices. Furthermore, a section regarding Admission of Veterans needed to be added in response to state legislation passed in recent years.

Background

The USHE Chief Academic Officers and Chief Student Services Officers, and their respective staffs, have been engaged by the Commissioner's staff over the course of fall 2014 in updating R461. The proposed revisions were reviewed and recommended for full Board consideration by the SBR Program Review Committee on December 17, 2014.

Summary of changes:

- **Title**
  - Changed order of current "Admission, Access, and Articulation" to "Access, Admission, and Articulation" to reflect flow of headings in Section 3
- **Section 1—Purpose**
  - Switched position of "access" and "admission" to reflect change in title
- **Section 2—References**
  - Added two Utah Code references regarding veterans
  - Added one Federal government link regarding veterans
  - Added four SBR policy references regarding access, admission, high school courses, and transfer
- **Section 3—Policy**
  - **3.1 Access**
    - Inserted statement (previously included under 3.2) regarding opportunity to pursue higher education
    - Inserted reference to R315 regarding geographic accessibility/proximity of academic programs, deleted current language regarding same
  - **3.2 Admission**
    - Inserted reference to R312 regarding standards for admission to different classifications of institutions, deleted current language regarding same

- Deleted current language regarding not establishing additional postsecondary institutions in state
  - **3.3 Articulation with High Schools**
    - Minor word changes
  - **3.4 Nonresident Student Access**
    - Changed “cultural diversity” to “nonresident enrollment”
- **Section 4—Procedures**
  - **4.1 Application Deadlines**
    - Inserted general statement regarding institutions establishing appropriate deadlines, deleted current (prescriptive) language
  - **4.2 Index Benchmarks**
    - Deleted (prescriptive and/or not applicable)
  - **4.3 High School Courses (new 4.2)**
    - Changed “Requirements” to “Recommendations”
    - Replaced current list of high school courses with new list based on Utah Scholars recommendations
  - **4.4 Interdisciplinary Curricula**
    - Deleted current language (no longer applicable)
  - **4.5 (number missing in current R461)**
  - **4.6 Special and Nontraditional Admission for Universities (new 4.3)**
    - Changed to “Special Consideration for Admission”
    - Deleted current language regarding “5 percent rule” and modified other language
  - **4.7 Transfer (new 4.4)**
    - Changed “Requirements” to “Students”
    - Inserted reference to R470 regarding considerations for transfer students
    - Deleted current language regarding minimum transfer GPAs and under 45 transfer credit hours
    - Minor revisions to other sections
  - **Inserted section (new 4.5) regarding “Admission of Veterans”**

Commissioner’s Recommendation

The Commissioner recommends the Regents approve the revisions to Policy R461, Access, Admission, and Articulation.

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David L. Buhler  
Commissioner of Higher Education

DLB/GVB  
Attachment

R461-1. **Purpose:** To provide for student access, ~~admissions, access~~ and articulation with high schools.

## R461-2. References

- 2.1. Utah Code §53B-2-106(2)(c), ~~(Direction of Instruction, Examination, Admission and Classification of Students)~~
- 2.2. Utah Code §53B-16-102, ~~(Changes in Curriculum)~~
- 2.3. Utah Code §71-8-6, Government Entity Participation
- 2.4. Utah Code §71-8-7, Government Entity Veterans' Affairs Specialist – Duties – Training
- 2.5. United States Department of Veterans Affairs School Resource Information (available online at <http://www.gbill.va.gov/school-certifying-officials/>)
- 2.6. Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.7. Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.8. Policy and Procedures R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination
- 2.9. Policy and Procedures R609, Regents' Scholarship

## R461-3. Policy

### 3.1. Access: General Guidelines

3.1.1. Open Access to System: Every individual capable of benefiting from postsecondary education should be afforded the opportunity to enroll somewhere in the Utah System of Higher Education. ~~Geographic Proximity—Lower Division Programs:~~ Access to postsecondary institutions is based on the assumption that the students and society will benefit from higher education. Generally speaking, access is linked to the level of academic programs. Lower division offerings constitute the foundation of advanced educational opportunity both in the liberal arts and in vocational and technical training. In the case of lower division programs, reasonable geographic accessibility should be an overriding criterion in determining specific access policies. In case of unusually high cost or highly specialized programs, geographical proximity will necessarily be weighted against numbers served and the availability of resources.

3.1.2. Geographic Accessibility: For guidelines regarding the availability of graduate education, upper-division education, lower-division education, remedial and developmental education, and postsecondary career and technical education across the System, refer to R315-4, Service Area Principles. ~~Upper Division Programs:~~ Because of the increased cost and specialization of many upper division programs over lower division offerings, geographical proximity will be a less important consideration in determining access. Senior public institutions

are not located in every center of population in the state; therefore collaborative inter-institutional arrangements should be undertaken to ensure that students capable of benefiting from such programs are included.

~~3.1.3.—**Graduate and Professional Programs:** Graduate and professional programs are characterized by critical masses of highly specialized faculty, expensive research equipment, research libraries, and sophisticated laboratory and clinical facilities, and are, in general, substantially more expensive than undergraduate programs. Since these graduate and professional programs constitute such a scarce educational resource to the state, geographical proximity should be regarded as only a nominal consideration.~~

## 3.2. Admissions: General Principles

3.2.1. Student Admission: For guidelines regarding admission to Doctorate-granting Universities (University of Utah and Utah State University), Master's Universities (Southern Utah University, Utah Valley University, and Weber State University), Baccalaureate Universities (Dixie State University), and Comprehensive Community or Associate's Colleges (Salt Lake Community College and Snow College), refer to R312-8, Student Admission. ~~Open Access to System:~~ Every Utah citizen capable of benefiting from postsecondary education should be afforded the opportunity to enroll somewhere in the Utah System of Higher Education.

~~3.2.2.—**No Additional Institutions:** Given the nine existing institutions and the several off-campus centers now functioning, no additional postsecondary institutions should be established in the state at the present time or in the foreseeable future.~~

~~3.2.3.—**Admissions at Community Colleges:** The five two-year comprehensive community colleges should provide open access consistent with established admissions standards to both traditional entering freshmen and older students reestablishing their educational and career objectives. Selective admission may be necessary in some of the high-cost programs where limitations of faculty and facilities exist.~~

~~3.2.4.—**Admissions at Metropolitan/Regional Universities:** The two metropolitan/regional universities (WSU and SUU) should provide access consistent with established admissions standards to most programs at the lower division level, except where high-cost programs with limitations of faculty and facilities require enrollment restrictions. While access to upper division majors may necessarily be restricted in some areas, such access should be predicated on admission standards which are appropriately rigorous and demanding for the baccalaureate-degree programs offered and should generally facilitate students completing baccalaureate-level work.~~

~~3.2.5.—**Admissions at Teaching/Research Universities:** Standards of preparation of a more rigorous and demanding kind should be developed as appropriate by the state's two universities at the lower division level, the upper division level, and at the graduate level, in order to bring the level of preparation students should possess into congruence with the institution's classroom standards, educational norms, and academic reputations.~~

3.2.26. **Communications with Public Education:** Changes in admission standards at the postsecondary institutions may have implications for curriculum structures in the state's secondary schools. In order to facilitate articulation between the public school system and the system of higher education, cooperative efforts in maintaining and improving communications should be part of the planning process of postsecondary institutions.

### 3.3. Articulation with High Schools

3.3.1. **Communicate Preparation Needed for Success:** Utah System of Higher Education institutions should clearly communicate to ~~all stakeholders~~ ~~the public~~ the kind of preparation that is needed in high school (or elsewhere) for a student to successfully perform at the institution and in specific programs at the institution.

3.3.2. **Admissions Standards and Public Schools Curricula:** When major changes in institutional admissions policies are contemplated, the Commissioner's Office, together with the interested institutional offices, should consult with the State Office of Education and with appropriate area school districts concerning implications for the public schools and curriculum offerings.

3.3.3. **Faculty Committees to Articulate Curricula:** Where the need suggests, task forces or committees composed of faculty representatives from public education and higher education should be appointed to articulate curriculum offerings at both levels in specific subject matter areas.

### 3.4. Nonresident Student Access

3.4.1. **Tuition Reciprocity Agreements:** The Commissioner, in cooperation with the institutional presidents, will continue to pursue tuition reciprocity agreements with neighboring states where such initiatives seem prudent and warranted subject to applicable statutory authority for, and Board of Regents approval of, such agreements.

3.4.2. **Nonresident EnrollmentCultural Diversity:** ~~Cultural diversity will be fostered at all system institutions to the extent that program offerings will allow. Accordingly, t~~The Board of Regents encourages appropriate levels of nonresident enrollments, consistent with availability of resources, maintenance of quality programs, and compliance with approved admissions requirements.

## R461-4. Procedures

4.1. **Application Deadlines:** Institutions will establish appropriate application deadlines according to institutional classifications (doctorate-granting universities, master's universities, baccalaureate universities, comprehensive community or associate's colleges) and student categories (freshman, transfer, returning, graduate, international, etc.).

~~4.1.1.—Universities: All four USHE universities shall have common application deadlines for Autumn, Winter and Spring quarters. The Autumn deadline shall be no later than July 1.~~

~~4.1.2.—Community Colleges: Community colleges shall not adopt application deadlines.~~

~~4.1.3.—Late Applications: Late applications may be processed with verification of exceptional circumstances (e.g., severe illness, accident or death of family member, etc.).~~

~~4.1.4.—Deadline Extension: If an institution's funded enrollment target is not met by the deadline, an extension may be granted by the Board of Regents.~~

~~4.2.—Index benchmarks~~

~~4.2.1.—Universities The U of U and USU shall use an upper benchmark of 105 and a lower~~

benchmark of 95, and WSU and SUU shall use an upper benchmark of 95 and a lower benchmark of 80.

~~4.2.2.—Community Colleges: Community colleges shall not use an admissions index at this time.~~

~~4.23. **High School Course Recommendations requirements:** The following recommended courses taken during grades 9-12 have been found to provide high school graduates with the preparation needed to succeed in postsecondary education and the workforce:~~

- ~~• 4 years/credits of English~~
- ~~• 4 years/credits of mathematics taken in a progressive manner (Secondary Math I, II, and III or Secondary Math Honors I, II, and II, plus one course beyond)~~
- ~~• 3.5 years/credits of social science~~
- ~~• 3 years/credits of lab-based natural science (one each of Biology, Chemistry, and Physics)~~
- ~~• 2 years/credits of world or classical language, other than English, taken in a progressive manner~~

~~4.3.1.—List of Courses: Ultimately, the four USHE universities shall use the same list of high school courses (with the exception of foreign language for the U of U), with the teaching/research universities requiring students to have completed the high school courses prior to admission and the metropolitan/regional universities strongly recommending completion of the courses. Sections 4.3.3 through 4.3.6 should enable each university to develop and implement high school course requirements for that institution.~~

- ~~• Four years of English: emphasizing composition and literature~~
- ~~• Two years of Mathematics: selected from geometry, intermediate algebra, trigonometry, college or advanced algebra, or calculus~~
- ~~• Two years of Biological/Physical Science: including one laboratory experience~~
- ~~• One year of American History: processes and structure of democratic governance~~
- ~~• Two years of foreign language: the same language taken during grades seven through twelve~~
- ~~• Four years of additional courses: from at least two of the following: history, English, mathematics beyond intermediate algebra, laboratory science, foreign language, social science, and fine arts~~

~~4.3.2.—Conditional Admission: A freshman applicant who does not meet the course requirements for admission but who has an ACT or SAT score in the upper half of the Utah college-bound population may be admitted on the condition that the course deficiency is fulfilled during the applicant's freshman year.~~

~~4.3.3.—Universities: U of U and USU shall each require its respective list of courses, including three math courses selected from a common list and three science courses. WSU and SUU shall strongly recommend a similar list of courses.~~

~~4.3.6.—Community Colleges: Community colleges shall strongly recommend that students take full advantage of their high school curricula in order to diminish the need for remedial courses in college. Furthermore, students planning to transfer to a university should take the same high school courses as recommended/required for the respective university. Also, students planning to study in the vocational education and applied technology fields should take as many math, science, English and computer science courses as possible to prepare themselves for increasingly technical training required in these fields.~~

~~4.4.—Interdisciplinary Curricula: Interdisciplinary curricula, developed in high schools shall be~~

articulated with the above course requirements so as not to disadvantage students graduating from such high schools.

**4.36. Special Consideration and Nontraditional for Admission for Universities:** Each USHE university shall be allowed to continue to employ what has been referred to as the "5 percent rule," whereby up to 5 percent of new students may be composed of individuals who do not meet conventional admissions criteria and are admitted conditionally. This special consideration for admission may be given to certain groups of students (e.g., educationally disadvantaged, racial and ethnic minorities, and students with special talents) for whom the common indicators of predicted academic success may not be valid indicators of their potential success at a university, but whose special talents or diversity enhance the institution's character. Also, universities in locations without a nearby community college may include in the 5 percent a portion of freshman students whose circumstances prohibit relocation in order to enroll in a community college.

#### **4.47. Transfer Students Requirements**

**4.47.1. General Guidelines Annual System Reviews:** For guidelines regarding considerations for transfer students, refer to R470-7, Transfer of Credit Policy and R470-8, Credit Transfer Principles within USHE. Annual USHE system reviews and analyses shall be conducted in order to give direction for future policies.

**4.7.2.—Minimum Grade Point Averages for Transfer Students:** The minimum grade point averages (GPAs) for admission of transfer students to USHE universities shall be as follows:

U of U & USU: 2.50 Likely to be admitted  
\*2.20-2.49 May be admitted  
2.19 & below Likely to be denied  
WSU & SUU: 2.25 Likely to be admitted  
\*\*2.00-2.24 May be admitted  
1.99 & below Likely to be denied

\*Students who have completed an associate degree and whose GPA is in this range are more likely to be admitted to the U of U and USU than those without an associate degree.

\*\*Students who have completed an associate degree and whose GPA is 2.00 or higher qualify for general admission at WSU and SUU and will be treated the same as non-transfer students in the admission to specific programs.

#### **4.4.27.3. Completion of Appropriate Associate of Arts or Associate of Science Degree:**

Community college s Students shall be strongly encouraged to complete an appropriate associate Associate of Arts or Associate of Science degree prior to transferring to a university. Typically, the Associate of Applied Science Degree is not considered a transfer degree unless specified by the receiving university. An advantage of the completion of completing the AA or AS associate degree is the automatic acceptance of the general education requirement having been met. By Fall 1993, the System shall study and bring a recommendation to the Board of Regents as to whether or not a "probationary quarter" should be required of transfer students.

**4.7.4.—Transfer Students with Less than 45 Credit Hours:** Students transferring with less than 45 quarter credit hours (or 30 semester credit hours) will be governed by the same admissions requirements as freshman students; however, performance in college work will be considered.

**4.4.37.5. Departments and or Majors with Higher GPA Standards:** The System i Institutions shall make available to potential transfer students information regarding departments and majors with higher GPA standards and additional course requirements in order to assist students in

realistic academic planning.

**4.4.47.6. Degree Completion:** ~~Universities-Institutions~~ shall develop procedures for monitoring and advising transfer students ~~who move from sophomore to junior status~~ with the objective of degree completion within an appropriate time ~~and in order to limit the continuation of students not making satisfactory progress toward a degree.~~

#### 4.5. Admission of Veterans

4.5.1. Processes for Serving Veterans and Current Military Personnel: Each USHE institution shall appoint or designate a full-time employee as a veterans services specialist. This specialist shall attend annual training provided by the Utah Department of Veterans and Military Affairs (hereinafter referred to in this section as the Department) and shall coordinate the provision of veterans services with the Department. Each institution shall: (1) provide the Department with non-protected or non-private information about services provided to veterans; (2) post on its website all services available to veterans, contact information for the veterans services specialist, and provide a link to the Department and the contact information for the Department's veterans services coordinator; and (3) award credit for previous military service and training pursuant to R470-8.6.1, Credit for Current and Former Military Personnel.

4.5.2. Veterans Certifying Official: Each institution in the USHE shall have a trained veterans certifying official as a member of its staff.

4.5.3. Qualifying Veterans for Federal Veterans Education Benefits: Upon receipt of an official military transcript, an institution's veterans certifying official or other qualified employee shall review the transcript and other materials pertaining to a student's request for use of federal veterans education benefits and process the application consistent with current United States Department of Veterans Affairs procedures.



**R461-1. Purpose:** To provide for student access, admission, and articulation with high schools.

## R461-2. References

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### 3.2. Admission: General Principles

**3.2.1. Student Admission:** For guidelines regarding admission to Doctorate-granting Universities (University of Utah and Utah State University), Master's Universities (Southern Utah

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<sup>1</sup> Adopted December 14, 1982, amended November 20, 1984, May 15, 1992 and June 19, 1992.

University, Utah Valley University, and Weber State University), Baccalaureate Universities (Dixie State University), and Comprehensive Community or Associate's Colleges (Salt Lake Community College and Snow College), refer to R312-8, Student Admission.

**3.2.2. Communications with Public Education:** Changes in admission standards at the postsecondary institutions may have implications for curriculum structures in the state's secondary schools. In order to facilitate articulation between the public school system and the system of higher education, cooperative efforts in maintaining and improving communications should be part of the planning process of postsecondary institutions.

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- 3.5 years/credits of social science
- 3 years/credits of lab-based natural science (one each of Biology, Chemistry, and Physics)
- 2 years/credits of world or classical language, other than English, taken in a progressive manner

**4.3. Special Consideration for Admission:** Special consideration for admission may be given to certain groups of students (e.g., educationally disadvantaged, racial and ethnic minorities, students with special talents) for whom the common indicators of predicted academic success may not be valid indicators of their potential success at a university, but whose special talents or diversity enhance the institution's character.

#### **4.4. Transfer Students**

**4.4.1. General Guidelines:** For guidelines regarding considerations for transfer students, refer to R470-7, Transfer of Credit Policy and R470-8, Credit Transfer Principles within USHE.

**4.4.2. Completion of Associate of Arts or Associate of Science Degree:** Students shall be strongly encouraged to complete an Associate of Arts or Associate of Science degree prior to transferring. An advantage of completing the AA or AS degree is the automatic acceptance of the general education requirement having been met.

**4.4.3. Departments and Majors with Higher GPA Standards:** Institutions shall make available to potential transfer students information regarding departments and majors with higher GPA standards and additional course requirements in order to assist students in realistic academic planning.

**4.4.4. Degree Completion:** Institutions shall develop procedures for monitoring and advising transfer students with the objective of degree completion within an appropriate time.

#### **4.5. Admission of Veterans**

**4.5.1. Processes for Serving Veterans and Current Military Personnel:** Each USHE institution shall appoint or designate a full-time employee as a veterans services specialist. This specialist shall attend annual training provided by the Utah Department of Veterans and Military Affairs (hereinafter referred to in this section as the Department) and shall coordinate the provision of veterans services with the Department. Each institution shall: (1) provide the Department with non-protected or non-private information about services provided to veterans; (2) post on its website all services available to veterans, contact information for the veterans services specialist, and provide a link to the Department and the contact information for the Department's veterans services coordinator; and (3) award credit for previous military service and training pursuant to R470-8.6.1, Credit for Current and Former Military Personnel.

**4.5.2. Veterans Certifying Official:** Each institution in the USHE shall have a trained veterans certifying official as a member of its staff.

**4.5.3. Qualifying Veterans for Federal Veterans Education Benefits:** Upon receipt of an official military transcript, an institution's veterans certifying official or other qualified employee shall review the transcript and other materials pertaining to a student's request for use of federal veterans education benefits and process the application consistent with current United States Department of Veterans Affairs procedures.