

**ARIZONA BOARD OF REGENTS
POLICY MANUAL**

2-121 Undergraduate Admission (formerly 2-102)

Revision Dates

10/2/2020, 11/22/2019, 4/12/2019, 4/7/2017, 11/18/2016, 6/4/2015, 2/8/2013 (adopted)

The admission standards outlined in this policy represent undergraduate 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. In accordance with A.R.S. § 15-1821(B)(3), a student admitted to the university is not guaranteed admission to a specific degree program or to all courses offered by 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.

- c. 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:

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:

Each university will admit all Arizona resident undergraduate applicants who complete the Arizona General Education Curriculum (AGEC-A, AGECE-B or AGECE-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

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:

- 1) 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
- 2) 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

- 3) 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
- 4) Have 24 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. Non-resident Admission Criteria

a. Delegated Admission

Each university may use its discretion in admitting non-resident applicants for undergraduate admission provided the applicants meet the following requirements:

- 1) 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
- 2) 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
- 3) 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.

- b. 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.

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.

| CORE COMPETENCIES | | | | |
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| 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. | Evidence based reading and writing 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. <i>It is strongly recommended that students take mathematics during their senior year of high school.</i> | Math sub score of 24 or above. | Math score of 540 or above pre-March 2016 or 580 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. 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. It is strongly recommended that students take 3 years of different laboratory science subjects before taking an advanced/honors course in the same subject. | 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 1 credit /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. In accordance with A.R.S. § 15-1821(B)(1), a student under age eighteen shall 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, if the student has achieved at least a specified score on a college entrance examination. 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.
8. 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 is a candidate for regional accreditation.
9. 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 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.

E. Course Competency Approval Request

1. A school district or charter school may submit a request to the universities in accordance with the process delineated in subsection F of this policy to have a course reviewed to determine its equivalency to competency requirements for university undergraduate admission. Standard courses do not require approval.

F. Course Competency Approval Process

1. The universities shall establish a process to review high school courses submitted by school districts and charter schools to determine whether the proposed course content will satisfy competency requirements for university admission.
2. The universities shall coordinate their review of proposed courses to ensure that the universities are evaluating the requests in a consistent manner and that school districts and charter schools receive clear and consistent information regarding course approval or denial.
3. Once a course title is approved, the course title listed will be accepted for the specified competency at all three universities.
4. As part of the process, the universities shall establish and make publicly available the following:
 - a. A list of standard courses that do not require approval.
 - b. A description of the review and approval process and instructions regarding eligibility and submission requirements.
 - c. Guidelines for course approval that specify the rigor and content required to meet the competency requirements in ABOR Undergraduate Admission policy 2-121.
 - d. A record of courses approved and denied and the reason for denial for a minimum of three years.
 - e. Timeframes for approving or denying a course for the requested competency.
 - f. A process for notification of the outcome of the decision.

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- g. A process to request review by the provosts or their designees for proposed course equivalencies that are denied.
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Policy History

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| 2/8/2013 | The Board repealed 2-102 and adopted 2-121 in its place. |
| 6/4/2015 | Policy revision approved by the Board on second reading. |
| 11/18/2016 | Policy revision approved by the Board on second reading. |
| 4/7/2017 | Policy revision approved by the Board on second reading. |
| 4/12/2019 | Policy revision approved by the Board on second reading. |
| 11/22/2019 | Policy revision approved by the Board on second reading. |
| 10/2/2020 | Policy revision approved by the Board on second reading. |

Related Information