



**BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS (BOARS)**

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June 10, 2009

MARY CROUGHAN, CHAIR  
ACADEMIC COUNCIL

**Re: (Revised) Proposed Revisions to Senate Regulations Governing Undergraduate Admissions**

Dear Mary,

The Board of Admissions and Relations with Schools (BOARS) has reviewed the comments, questions, and suggested changes resulting from the systemwide Senate review of our proposed modifications to Academic Senate regulations governing undergraduate admissions. BOARS carefully reviewed each comment and suggestion, and we are now pleased to submit a new version of the proposed modifications for the review and endorsement of the Academic Council and Assembly.

We want to thank the divisions and systemwide committees for their thorough review and excellent recommendations. BOARS has made a concerted effort to address and incorporate as many of the suggestions as possible. The new changes are outlined in the attached document, "BOARS Response to Comments from the Systemwide Senate Review of Admissions Regulations Modifications," which identifies the major issues reviewers raised about each regulation, followed by BOARS' response either to incorporate a change or to explain our rationale for leaving it unchanged.

Again, the proposed revisions include several mandatory changes required to align Senate policy with the new admissions policy approved by The Regents on February 5 along with amendments to other existing admissions regulations intended to improve their clarity and/or alignment with current policy and practice. Several reviewers made suggestions for future policy changes; however, our intent at this time is simply to align the regulations with current policy and practice.

Sincerely,

A handwritten signature in cursive script that reads 'Sylvia Hurtado'.

Sylvia Hurtado  
BOARS Chair

cc: BOARS  
Martha Winnacker, Senate Executive Director

Encl. 2

# BOARS Response to Comments from the Systemwide Senate Review of Admissions Regulations Modifications

June 2009

*The following list catalogs the more minor typographic and style changes BOARS made in response to systemwide Senate review comments:*

- **SR 417:** removed comma in “...freshman admission to the University, and have completed...”
- Changed second SR 418 to SR 419
- **SR 424 B:** Removed “prior to” in the third line “units prior to high school prior to graduation”.
- **SR 418:** Removed comma in last paragraph “...Board of Admissions and Relations with Schools, and will vary...”
- **SR 420:** Changed “were” to “have been.” And removed comma in “...show the date of graduation, and the grade...”
- **SR 422:** Changed “...advise prospective students that failure to select wisely prerequisite high school courses may prevent...” to “...advise prospective students that failure to select prerequisite high school courses wisely may prevent...” (UCD)
- **SR 424:** Reversed deletion of “applying” and changed “applicants” back to “candidates” (UCB)
- **424 C.d:** Revised first line: “Laboratory science, 2 units. Three are recommended.” (UCOPE).
- **424 D 2:** Added “8 semesters/4 courses” (per Admissions Director Susan Wilbur)
- **SR 424 (D):** Remove the first “approved” in “approved honors-level, Advanced Placement, International Baccalaureate and college courses approved by the University...”
- **SR 440:** “And/or” is redundant and can be reduced to “or”.
- **SR 450:** Inserted bolded change “... must complete a four-year course of study that includes at least 15 college-preparatory courses as specified in SR 424 and the required examinations specified in SR 418 (SR 419 beginning in Fall 2012); and must...”
- **SR 452:** struck “will be admitted” as the new language of “may be entitled to review” replaces it.
- **SR 452:** Changed to “Candidates who are not graduates of a high school or other secondary school are entitled to admissions review if they satisfy the provisions of SR 440.” (UCD)
- **SR 454:** removed comma in the second-to-last line (after the word “applied”).
- **SR 456:** appended “as specified in SR 424 paragraph C” to end of first sentence. (UCD)
- **SR 458:** Made strikethroughs
- **SR 462:** changed “within” to “that conform to” (UCD)
- **SR 464:** replaced “SR 419” with “SR 418 (SR 419 beginning in Fall 2012)”. And added SR 419 to first sentence of SR 465: “...who satisfies the provisions of SR 419, SR 424, and SR 428...” (UCD)
- **SR 465 A:** Changed “and on scores on approved admissions tests;” (i.e. added “on”)
- **SR 465 (B):** changed period to a semi-colon.
- **SR 466:** Changed to “BOARS shall periodically adjust the index referred to in SR 465, paragraph A, to achieve the intended goals of the University’s admission policy.” (UCD)
- **SR 476 (B):** Changed “deficiencies” to “missing requirements” for clarity.
- **Article II Title:** Changed “Foreigners” to “Native Languages Other Than English” (SC)
- Changed instances of “11<sup>th</sup> grade” to “grade 11” etc., for consistency.
- Spelled out GPA fully as “grade point average” throughout document.
- Changed references to BOARS to “Board of Admissions and Relations with Schools” throughout document (UCB)
- Fixed numbering within 424 per UCR&J

*The following list catalogs other more significant changes made in response to systemwide Senate review comments:*

**Regulation 412: (UCSD)** Concern about the deleted text “...to the curricula of the various colleges, schools, and departments...” Striking this language would move admissions (as opposed to eligibility) toward a uniform process across the UC system and eliminate campus individuality. Concern was also expressed about including the word “implementation”; the role the systemwide Director of Admissions would have with regard to implementation of the requirements is unclear. The Divisional Committee on Rules and Jurisdiction recommended keeping the text of SR 412 as is and found the references to the various curricula of the colleges, schools, and departments of the University particularly critical to maintain.

*BOARS Response: We have retained the phrase.*

**Regulation 417: (UCSC)** Urges that the addition of SR 417, which attempts to define “freshman applicant,” be revised. “We could find no definition of ‘postsecondary institution’ in the regulations, making unclear the reference to ‘freshman.’ Further, using the phrase ‘term of course work’ in SR 417 is very unclear since it does not designate full or part time—indeed, the phrase ‘term’ is used nowhere else in the admissions Regulations. In trying to identify real life scenarios, would this definition of ‘freshman applicant’ exclude a student who had graduated high school, taken a year to work and save money for college while taking some courses at a community college? What if those courses were not applicable to a UC degree, such as basic computer training or a semester of vocational training at a community college such as accounting or real estate? We find the definition of ‘freshman applicant’ as written to refer to the narrowing band of high school graduates immediately transitioning to a four year academic program. This may be a traditional model available to some families, but it is no longer the only model. We recommend that this language be revised to be more inclusive of those whose path to UC may be less linear.”

*BOARS Response: we added the following language: “High school graduates who have completed college-level work at an accredited postsecondary institution (except in the summer following high school graduation), shall be applicants for advanced standing under the provisions of Chapter 4.”*

*BOARS agreed to review this issue to determine if a new policy needs to be devised, as currently there are only regulations that apply for freshman applicants who have taken no postsecondary courses and advanced standing applicants who have completed some college-level work.*

**Regulation 418 (419):** This SR contains a sentence that addresses minimum scores on admissions tests. The policy that was passed by the Regents sets no score threshold for ETR (“entitled to review”) status, and makes no mention of same. This sentence may have been included intentionally, to give BOARS some future flexibility in this regard. But that flexibility may be problematic, as the as-passed Regental policy does not contemplate a score threshold. Including this sentence may raise an SR/Regents’ policy alignment issue. **(UCD, UCR)**

*BOARS Response: We believe the current language of SR 418 should stay the same. We deleted the minimum scores language in 419 to align with Regental policy and deleted this phrase in the new SR 419:*

*“The minimum scores acceptable shall be determined by the Board of Admissions and Relations with Schools, and will vary depending upon the overall grade-point record of the applicant.”*

*And added:*

*“Approval of tests shall be determined by the Board of Admissions and Relations with Schools with the concurrence of the Academic Council and the Assembly of the Academic Senate.”*

**Regulation 422:** This Regulation addresses the publication of recommended preparatory courses for the specific curriculums of the UC colleges and is currently listed under *Article 2. Submission of Academic*

*Records*; instead, we recommend listing it under *Chapter 1. Publication of Admissions Requirements.*”  
(UCSD)

*BOARS Response: We moved and renumbered this regulation as SR 414.*

**Regulation 424:**

- Last sentence in SR 424 A reads “A minimum of 11 units must be completed in grades 9 through 11.” Wording may serve to exclude Mathematics and LOTE courses taken in grades 7 and 8, as described earlier in the paragraph. If this is not intended, then I suggest “A minimum of 11 units must be completed before the end of grade 11. (UCB)
- In the first sentence of 424 (B);, reference is made to the 11-unit provision of paragraph A. But in this reference, it is “before the end of the 11<sup>th</sup> grade” and not “in grades 9-11,” suggesting the change I recommend in my point above is in order. (UCB)
- 424.A, as amended, refers to “. . . A-G requirements” before the meaning of this phrase has been explained. The simplest fix would be to write “. . . requirements a-g of SR.424.C.” Note that in SR424C, SR428, and SR456, as in BOARS cover letter, the customary lower case ‘a-g’ is used. (UCR)

*BOARS Response: We changed SR 424A to clarify “A minimum of 11 units must be completed before the end of grade 11” and added language to 424A: “...courses that meet the a-g requirements of SR.424.C.” We made no changes to 424 B.*

**Regulation 424 (A) 3:** Insert “and four are recommended” in part (c) and “and three are recommended” in part (e), as was done in adding “and three are recommended” to part (d). These words are a long-standing component of UC eligibility, and we appreciate BOARS’ effort to include this text in the regulations.  
(UCSC)

*BOARS Response: We added “Four are recommended” to part (c) and “Three are recommended” to part (e).*

**Regulation 424(C):**

- The committee wondered whether “advanced” algebra should really be “intermediate” algebra in the description of the Mathematics requirement. (UCOPE)
- If possible, Regulation 424(C) (g) should list the applicable topics. (UCSD)

*BOARS Response: We recommend no change; the Regulations should be general to allow flexibility in implementation.*

**Regulation 424 (B) 1:** A (2.0) is added after “with a grade of C”. I wonder about possible confusion or unintended consequences, particularly surrounding the honors bonus point. UC doesn’t award the bonus point for grades lower than C, but if there were a high school that did (for its own purposes), a 2.0 from the high school would not be a “C” for an honors-level course. It might be best to stick to a single specification for what minimum grade must be achieved in the a-g courses. Historically, this has always been quoted as a “C.” Unless some problem with this has arisen, might be best to leave it that way. (UCB)

*BOARS Response: We removed 2.0 in D1 and leave only as C, the next paragraph clarifies.*

**Regulation 428:** Paragraph A mentions the “College Board,” but it might be best to avoid mention of this outside entity. In 418, which describes (among other things) the current Subject-test requirement, this is done by referring only to “approved supplementary subject matter tests” instead of the CB Subject tests. Similar language might be substituted here. Also, the amended 428 lists only two of the alternative ways that the subject requirements can be satisfied – subject matter exams and college courses. There is a third: in subject areas that are deemed to be “areas of sequential knowledge” (e.g. languages other than English),

passing grades in more-advanced courses are taken to “validate” the requirement that lower-level courses be taken. The proposed amendment avoids having to be complete by saying “include” in the first line, but is there any reason to not mention this third mechanism among the possibilities? If it is mentioned, then “as BOARS may determine” or something similar should of course be present. (UCD)

*BOARS Response: We changed 428 A to “Taking approved subject matter tests and achieving such scores, as BOARS may determine, or...” and added new 428 C “Completing more advanced courses with passing grades, as BOARS may determine, provided that such courses assume knowledge acquired in lower-level coursework.”*

**Regulation 440:** This regulation states that students who satisfy the minimum admissions requirements by submitting exam scores (vs. completing requirements in SR 424) are “entitled to a review of their application for admission.” This implies that students who meet satisfy the requirements in SR 424 are also *entitled to a review of their application for admission*. We believe that the text of Article 3 could be clearer on this point and recommend that the Regulations (either in SR 424 or in a separate regulation) articulate that the completion of the minimum requirements entitle applicants to a review but do not guarantee admission. (UCSD)

*BOARS Response: No change, all students who meet the SR 424 requirements and apply for admission are entitled to a review. Specifications of the guarantee of admission are in SR 465.*

**Regulation 450:** This Regulation states that the GPA requirement for non-California high school graduates will be determined by “the faculty.” This is too vague; the “faculty” referred to must be defined. Does this imply local campus or systemwide requirements? (SD, Irvine).

*BOARS Response: We changed to “as determined by the Board of Admissions and Relations with Schools”*

**Regulation 454:**

*BOARS Response: we changed “will not be considered for admission to the University” to “will not meet the minimum requirements for admission to the University.” The process of checking this information indicates that they are being considered for admission and 464 indicates that these students may be admitted if a campus so chooses. (Per UCSC)*

**Regulation 454:**

- **Delete the word “international”.** The United States does not have an official language, and therefore we do not see a reason to single out international students. Also, many citizens and permanent residents (by definition not international) do not live in the United States, and may or may not receive instruction in English. The text of this section only requires credentials from “an institution,” easily accommodating students who complete their studies at an honors high school teaching in another language, while at the same time recognizing that it is possible for a permanent resident or citizen to have been instructed primarily in a language other than English. Similarly, the title of Article 2 (480) should be changed to “Credit for Native Languages Other Than English”, from “Language Credit for Foreigners”, as the text of that Article makes no reference to nationality. (UCSC)
- This Regulation references “an approved examination” but does not indicate who is responsible for selecting and/or approving the exam. (UCSD)

*BOARS Response: We changed the language to the following: “An English language examination approved by the Board of Admissions and Relations with Schools is required to determine the proficiency of applicants for admission whose native language is other than English, unless they come with satisfactory credentials from an institution in which the language of instruction is in English.” We also changed the title of Article 2 (480) to Language Credit for Native Languages Other Than English.*

**Regulation 456:** Committee found the sentence following the first section with strike-out marks to be very confusing: “The amount of credit which a student receives for that native language, when it takes the place of the English (“b”) requirement, depends on the character of the school at which the student received secondary training.” We suggest that (at the very least) the word “that” should be replaced with “their” and that the phrase “character of the school” be rephrased for clarity. We did not understand what was meant by “character of the school.” (UCOPE)

*BOARS Response: We changed to: “The amount of credit which a student receives for their native language when it takes the place of the English (“b”) requirement depends upon the accreditation status or recognition of the school by the Ministry of Education of the country of origin.” This change was based on the Admissions Director’s clarification about the meaning of the character of the school.*

**Regulation 464:**

- The new regulation SR464 on Admission by Exception codifies a Regental policy that was instituted in the 1990s. A by E allows for up to 6% of enrolled freshman on a campus to be admitted by exception, meaning that the applicants don’t meet the minimum requirements for UC admission. While the BOARS cover memo characterizes this as a positive change, it acknowledges that a Regental policy, not previously debated by the Senate, is being inserted into the regulations. Hence, there is an issue of *expediency versus principle* that emerges: it is clearly expedient to have an extant policy within the Senate regulations. But, if the Senate has never addressed or adopted the principle involved in that policy (and we do not believe that it has), then we view its inclusion in our regulations as a simple clean-up change associated with other revisions as *fundamentally abrogating* the question of whether the Senate agrees or disagrees with the principle (and indeed, the practice) of A by E. Hence, UCSC strongly recommends that more focused investigation be followed in creating an A by E regulation, especially to determine (1) whether the Senate views the formal adoption of A by E within its regulations as appropriate; and (2) if it does, what the most appropriate target percent might be. Finally, this change is not germane to the BOARS revision of undergraduate eligibility criteria: hence, we recommend that it be deleted from the current proposed Revisions, and be reviewed separately if there is strong motivation to have the principle and practice of A by E included in our regulations. (UCSC)

*BOARS Response: A by E policy has a long history at UC, and the Regents policy stands as UC policy. Since 1991, the percentage has been fixed at 6% of new freshman enrollment, and was last modified in 1996 by the Regents to include low socioeconomic students or those having limited educational opportunities. In 2004, the Eligibility and Admissions Study Group charged by President Dynes recommended that BOARS “re-examine current guidelines for the admission of ineligible students.” BOARS re-examined existing policy with regard to Admission by Exception and drafted a set of guidelines to assist campuses in identifying applicants who merit consideration for Admission by Exception. [The Guidelines](#) went out for systemwide review and were endorsed by Council in September 2005. They provide information about the policy in detail and implementation guidance to campuses. The Guidelines also contain a provision for campuses and BOARS to conduct periodic reviews of Admissions by Exception.*

- Regulation 464 states that “...campuses may admit applicants who do not satisfy the University’s minimum requirements, provided that the proportion of the enrolled freshman class admitted in this manner does not exceed six (6) percent.” The meaning of this statement does not match the committee’s understanding of the 6% restriction. We had thought that no more than 6% of applicants *may be offered* admission in this manner. This issue should be clarified before the regulations are approved. (UCD)

*BOARS response: All existing policy documents from the Regents and BOARS indicate it is 6% of enrolled freshmen who may be admitted via A by E.*

### **Regulation 465:**

- The approved construct includes the admission of the top 9% of students in the statewide context and the top 9% of students in the local context. The text of 465.A mysteriously leaves out the 9% criteria. We understand that one or both of these numbers may need to be adjusted over time, but as such a significant part of the proposal, we strongly believe that such adjustments must be subjected to systemwide review. Therefore, the text of 465.A should include **“to approximate the top nine (9) percent of California high-school graduates,”** as in “satisfies an index, determined by BOARS to approximate the top nine (9) percent of California high-school graduates, based on ....” (UCSC)
- There is no specific mention that the index based on GPA would be set so that the top 9% statewide will be offered automatic admission to at least one UC campus. In the previously approved principles, BOARS research indicated that setting the index such that if the top 9% statewide were automatically admitted, then overall the two pools of applicants covered by SR 465 A&B would account for approximately 10-10.5% of the admits and comprehensive review would supply an additional 2-2.5% to the pool. We are assuming that BOARS would like to leave the exact percentage flexible so that in the future it could be adjusted to assure a ~10% automatic admit pool without having to amend the regulation every time an adjustment was needed. (UCEP)
- The Committee on Admissions noted that Condition A does not explicitly mention the criterion that guaranteed admission to at least one UC campus be offered to a student in the top 9% of graduating high school students statewide, as determined on the basis of GPA and scores on approved admissions tests; it states instead that admission will be guaranteed to a student who “satisfies an index, determined by BOARS, based on GPA in all UC-approved college-preparatory courses taken in the 10th and 11th grades, and scores on approved admissions tests.” This omission seems curious given that Condition B explicitly states that admission will be guaranteed to a student who “falls in the top nine (9) percent of their high school graduating class based on GPA in all University-approved college-preparatory courses taken in the 10th and 11th grades as determined by the University.” (UCSD)

*BOARS response: We have incorporated this change. The competing recommendation here is to have flexibility versus specifying the top 9% of California high school students. Flexibility is encoded in SR466, and as such, it is fine to specify the top 9% statewide by changing to “satisfies an index, determined by the Board of Admissions and Relations with Schools, that places students in the top nine (9) percent of California high school graduates based on GPA....”*

**Regulation 466:** AEPE found this Regulation bit vague as to how often and to what degree BOARS will “periodically adjust requirements.” (UCB) Some members thought this regulation was rather broadly worded. Should the phrase “intended goals of admission” be replaced with more specific language? (UCOPE) Concern was expressed about this statement of broad authority, and some reviewers recommended deleting it. (UCSD)

*BOARS response: Currently BOARS makes adjustments to the index based on new CPEC data (released every four years), and the index may be adjusted more regularly based on whether we are able to provide 10% of CA high school graduates a guaranteed admission under eligibility reform, leaving 2.5% to be determined using campus comprehensive review processes. The periodic adjustments are necessary to meet the goals of selecting from the top 12.5% as specified in the Master Plan, with the specific Regental mandate to seek and enroll a student body with “high academic achievement or exceptional personal talent, and that encompass the broad diversity of backgrounds characteristic of California.” BOARS has the authority to recommend adjustment to the index, with typical Senate and Regental approval processes.*

**Regulation 472:** This Regulation states that examination for advanced standing will happen “upon entrance to the University”. If new students can either enter at freshman standing or in advanced standing, wouldn't this be determined prior to entering the University? (UCSD)

*BOARS Response: This is a reference to students who correctly applied and were admitted as freshman but who have successfully completed college-level/credit bearing units prior to enrollment. Upon enrollment, their units are assessed for transferability and their level changed according to the number of units awarded. Every year, hundreds of entering freshman students have their status changed based on AP/IB and college units completed prior to entry.*

**Regulation 476.B.2:** This Regulation does not mention any relationship between the units of transferable college course work and the specific missing subjects. Should it? **(UCI)**

*BOARS Response: This is intended to ensure that students can successfully complete college level work (12 semester units), more than the specific missing A-G courses, if they have not taken any of the tests in SR 418 or 419.*

### **Regulation 478**

- This Regulation lists the courses that may apply for the Intersegmental General Education Transfer Curriculum in terms of semesters/quarters and units. Some reviewers found this confusing and recommended that BOARS consider a different way of listing the requirements. **(UCSD)**
- Item 478.A. The chart may be a bit confusing. Quantities in the first column are expressed in terms of semesters or quarters, and in second column in terms of semester units. Also, it wasn't clear exactly to whom the two columns applied. **(UCI)**
- Item 478.A.1. The phrase "or by such performance on tests as a minimum score of 550 ..." seemed a little unclear. **(UCI)**

*BOARS Response: We made changes to the chart to clarify the difference between required courses and units for IGETC in 478.*

### **Other:**

BOARS should include in its annual review of the new admissions policy an assessment of its impact on preparatory programs at each of the nine UC campuses that admit undergraduates and provide this data to UCOPE on a yearly basis (effective 2012). **(UCOPE)**

*BOARS Response: Thank you for this recommendation. BOARS typically uses freshman GPA and retention/graduation data to evaluate the effectiveness of criteria used in admissions. To the best of our knowledge, there is no data on remediation in UC, nor do we have access to preparatory program information. If UCOPE uses some metric to evaluate preparatory programs at UC, this information should be provided to BOARS to integrate with our annual review. This practice does not have to be encoded in ASRs, but we are interested in understanding the type of information that UCOPE now uses to review existing preparatory programs to help assess admissions results.*

*Upon further review of Chapter 4, the following changes were adopted by BOARS:*

**Regulation 476D:** BOARS noted that the 2.8 GPA should be changed to 3.0 to conform with current eligibility requirements, which should be the same for UC conditional admits who also seek dual enrollment in a community college. This policy is not used in practice and may be obsolete. The policy will be retained until it can be determined if UC would ever use a dual enrollment policy to accommodate students via a community college pathway.

**Regulation 478 B.2.b:** The point of the regulation is to ensure that we can identify the final courses needed for completion of IGETC. We have deleted language regarding a requirement for the reason of a missing course. It is not likely that a community college would certify the reason a course was missing (student illness or the course was not offered).



# Regulations of the Academic Senate University of California

## Part II. Admission

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400. Medical and Physical Examinations (Rp 30 May 73)

### Title I. Academic Colleges

#### *Chapter 1. Publication of Admission Requirements*

410.

The Board of Admissions and Relations with Schools, or its designated agent, shall annually review, and revise as is deemed necessary, the statement of minimum admission requirements. This statement shall include ~~the minimum requirements for admission and~~ such supplementary information as the Board shall directs.

412.

All changes in the minimum requirements for undergraduate admission, and in the recommendations for preparation for college level work, to the curricula of the various colleges, schools, and departments, ~~and in the recommendations for preliminary training,~~ shall be immediately reported to the systemwide Director of Admissions for dissemination and implementation.

414. (old SR 422)

Each college retains the right to recommend to the Academic Senate its specific requirements for the Bachelor's degree in the various curricula of the college. Each college is to announce these specific requirements and to advise prospective students that failure wisely to select prerequisite high school and lower division courses wisely may prevent graduation in four years. [See SR 412.]

#### *Chapter 2. Admission to Freshman Standing*

417. This chapter applies to students who submit an application for freshman admission to the University and have completed no term of course work at a postsecondary institution following graduation from high school (summer session excepted). Students who have completed Community College coursework prior to high school graduation will also be viewed as freshmen. High school graduates who have completed college-level work at an accredited postsecondary institution (except in the summer following high school graduation), shall be applicants for advanced standing under the provisions of Chapter 4.

#### **Article 1. Submission of Test Scores**

~~418. {SR 418 as set forth below, is to be valid for freshmen entering the University through spring 2006}~~

~~Each applicant for admission must submit scores either in the SAT I: Reasoning Test or the American College Test. The applicant must also submit scores in three tests of the SAT II: Subject Test of the College Board. The SAT II tests must include English Composition (i.e., Writing Test), Mathematics, and one from the following areas: English Literature, Foreign Language, Science, or Social Studies. (Am 4 May 95; Am 28 May 2003)~~

~~The minimum scores acceptable shall be determined by the Board of Admissions and Relations with Schools, and may vary depending upon the overall grade-point record of the applicant.~~

418. {SR 418 as set forth below, is to be valid for freshmen entering the University through spring 2012 as of fall 2006}

Each Applicant for admission must submit scores on an approved core test of Mathematics, Language Arts, and Writing. The applicant must also submit scores on approved supplementary subject matter tests to be taken in two different "a-f" subject areas: History/Social Science, English, Mathematics, Laboratory Science, Language other than English, or Visual and/or Performing Arts. (Am 4 May 95; Am 28 May 2003)

Approval of tests shall be determined by the Board of Admissions and Relations with Schools, with the concurrence of Academic Council and the Assembly of the Academic Senate. The minimum scores acceptable shall be determined by the Board of Admissions and Relations with Schools, and may vary depending upon the overall grade-point record of the applicant. (Am 28 May 2003)

419. {SR 419 as set forth below, is to be valid for freshmen entering the University beginning in fall 2012}

Each Applicant for freshman admission must submit official scores on an approved test of Mathematics, Language Arts, and Writing on or before the date established by the Office of Admissions.

Approval of tests shall be determined by the Board of Admissions and Relations with Schools with the concurrence of the Academic Council and the Assembly of the Academic Senate.

**Article 2. ~~Admission of Graduates of Secondary Schools in California~~**  
**Submission of Academic Records**

420.

Each applicant for freshman admission must arrange for the University to receive, prior to the date established by the Office of Admissions, the final official high school transcript as well as a transcript for all collegiate courses that have been attempted.

The final official transcript from the high school from which the applicant graduated must show the date of graduation and the grade and the year taken for each course used to satisfy the requirements specified in Regulation 424.

~~An applicant whose test scores required by Regulation 418 meet the specified minimums, and who is a graduate of a secondary school in California which satisfies the conditions of Bylaw 145.B.5, will be admitted on the presentation of a transcript of record, signed by the principal of the school, showing the completion, with a satisfactory scholarship record, of the preparatory subjects (amounting to at least 16 standard entrance units) required for admission to the University. [See SR 424.] The form of certificate employed shall be determined by the University of California. Subject to limitations imposed by enrollment ceilings, students so admitted may enroll in any University curriculum. (Am 19 May 69, CC 2 May 77; Am 26 May 82)~~

~~422. (moved to 414)~~

~~Each college retains the right to recommend to the Academic Senate its specific requirements for the Bachelor's degree in the various curricula of the college. Each college is to announce these specific requirements and to advise prospective students that failure wisely to select prerequisite high school and lower division courses wisely may prevent graduation in four years. [See SR 412.]~~

### **Article 3. Minimum Requirements for Admission for Graduates of Secondary Schools in California**

**424.**

Candidates applying for freshman admission on the basis of a transcript of record from a secondary school in California must satisfy the course work requirements specified in this regulation. (Am 2 Jun 77; Am 26 May 82; Am 3 May 90; Am 24 May 00)

A. Unit Course Requirements

1. Unit Requirements

For the purpose of this Regulation, a unit consists of a year-long college preparatory course approved by the University at the applicant's high school, in one of the following subject areas: History/Social Science, English, Mathematics, Laboratory Science, Language Other Than English, Visual and Performing Arts, and College-Preparatory Electives. A minimum of 16 15 high school units must be completed during in grades 9-12 as specified in paragraph C of this Regulation. However, courses in Mathematics and Language other than English taken in grades 7 and 8 may be included in the required 15 units if the courses are accepted by the applicant's high school as equivalent to high school courses that meet the a-g requirements of SR.424.C. At least 7 of the 15 required units must be completed during the applicant's last two years in high school. A minimum of 11 units must be completed before the end of grade 11. At least 15 units must be academic or college preparatory units of courses in English, mathematics, laboratory science, foreign

language, history, social science and visual and performing arts; however, courses in mathematics (algebra and geometry) and foreign languages taken in grades 7 and 8 may be included in the required 15 units if these courses are accepted by the high school as equivalent to high school courses. At least 7 of the 15 academic or college preparatory units must be completed during the candidate's last two years in high school. (Rev 4 May 1995)

## 2. Exception to the Unit Requirements

Notwithstanding Paragraph A of this Regulation, a campus may elect to admit an applicant who does not present the required minimum 15 units prior to high school graduation, provided that the applicant has completed 11 units before the end of the grade 11, including those specified in Paragraph C of this Regulation. Campuses should exercise this option sparingly, and only when an applicant presents a strong overall record of academic achievement that is at least comparable to the records of other applicants admitted to the campus.

## 3. Specific Subject Requirements

The following subject requirements must be satisfied through the completion of approved courses of study as provided in Bylaw 145.B.5.

- a. History/Social Science, 2 units. One unit of world history, cultures, and historical geography; and, one unit of US History or one-half unit of US History and one-half unit of Civics or American government. ~~either 1 unit of United States history or both 1/2 unit of United States history and 1/2 unit of civics or American government; 1 unit of world history, cultures, and geography.~~
- b. English, 4 units. four years of College-preparatory English composition and literature. (Rev 4 May 1995)
- c. Mathematics, 3 units. Four are recommended. ~~of college preparatory mathematics which includes~~ Must include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- d. Laboratory science, 2 units. Three are recommended. ~~two years of laboratory science providing~~ Must provide basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and/or physics.
- e. Language other than English, 2 units. Three are recommended. Both units must be in the same language. ~~two year courses in a language other than English.~~

~~{SR 424 (A)(2)(f), as set forth below, is effective for all students entering the University prior to fall 2003. Students entering the University in fall 2003 or later will be governed by 424(A)(2)(f)-(g) as set forth immediately below this regulation subsection}~~

- a. ~~College preparatory electives, 2 additional units, approved courses chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.~~

~~{SR 424(A)(2)(f-g) as set forth below is effective for all students entering the University in fall 2003 or later. SR 424(A)(2)(f) as set forth above governs students entering the University prior to fall 2003.}~~

- f. (effective 2003)  
Visual and performing arts, 1 unit. Must be a single, year-long course in dance, drama/theater, music or visual art from a list of approved courses.

- g. (effective 2003)  
College preparatory elective, 1 additional unit. Additional approved a-f courses beyond the minimum required, or courses that have been approved specifically in the 'g' subject area. ~~an approved course chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.~~

## B. Scholarship Requirements

### ~~1. Grade requirements for Specific Subject Requirements~~

1. All courses used to satisfy specific subject requirements the requirements in Paragraph C of this Regulation ~~(A)(2)(a)-(f) {effective 2003, (A)(2)(a)-(g)}~~ must be completed with a grade of C or better.

### ~~2. Grade Point Average Calculation~~

2. Applicants for freshman admission must have a grade point average of at least 3.0 in all University-approved college-preparatory course work taken in grades 10 and 11. For purposes of this Paragraph the grade point average is based on the scale of A = 4, B = 3, C = 2, D = 1 for standard college-preparatory courses, and A = 5, B = 4 and C = 3 for honors-level, Advanced Placement, International Baccalaureate, and college courses approved by the University, except that the number of semesters of high school courses receiving the additional honors point shall be limited to 8 semesters/4 courses.

- a. ~~Only grades for courses specified in (A)(2)(a-f) [effective 2003, (A)(2)(a)-(g)] in grades 10-12 are included in the grade point average calculation for purposes of admission to the University of California.~~
- b. ~~Grades in up to 4 units of certified honors level courses, a maximum of two of which can be taken in the 10th grade, from the areas of history, English, advanced mathematics, laboratory science, and language other than English, will be counted on the scale A=5, B=4, C=3. Grades in all other units will be counted on the scale A=4, B=3, C=2.~~
- c. ~~Transcript of Record~~

~~When applying for admission to the University of California on the basis of a transcript of record, a graduate of a secondary school in California, which satisfies the conditions of Bylaw 145.B.5, shall present a properly certified high school record showing the completion of the specific subject requirements (A)(2)(a)-(f), the year each course was taken, and the grade obtained in each course. [See SR 420.]~~

**428.**

Alternate ways to complete the subject requirements specified in 424.C.a-g include:

- A. Taking approved subject matter tests and achieving such scores, as the Board of Admissions and Relations with Schools may determine, or
- B. Completing with a grade of C (2.0) or higher one transferable college-level course (3 semesters or 4-5 quarter units) for each missing high school subject course specified in SR 424.C.
- C. Completing more advanced courses with passing grades, as the Board of Admissions and Relations with Schools may determine, provided that such courses assume knowledge acquired in lower-level coursework

~~Deficiencies either in the subject or grade requirements of SR 424 may be removed:~~

- ~~A. By passing examinations of the College Board. (Am 4 May 95)~~
- ~~B. By satisfactory work in University Extension, University of California.~~
- ~~C. By satisfactory work completed as a special student, or completed in the Summer Session of the University of California. (Am 8 Mar 72)~~
- ~~D. By one of the methods specified in SR 476. (En 25 May 83)~~

**430. (Repealed)**

~~Students applying for admission to regular standing in the University from other collegiate institutions may use courses taken in residence at such institutions to remove deficiencies either in the subject or grade requirements of SR 424.~~

**440.**

Applicants for freshman admission A graduate of a secondary school in California which does who do not satisfy the conditions of Bylaw 145 requirements of Regulation 419 or 424 will be admitted to the University only by achieving satisfactory may submit scores in such on admissions examinations given by the College Board as may be prescribed for each applicant as specified by the Board of Admissions and Relations with Schools. Applicants who have achieved satisfactory scores, as determined by the Board of Admissions and Relations with Schools, are entitled to a review of their application for admission. (Am 4 May 95)

**Article 4. Admission of Applicants other than Graduates of Secondary Schools in California ~~Admission of Candidates Other than Graduates of Secondary Schools in California~~**

450.

Students applying for freshman admission on the basis of transcript of record from an accredited secondary school outside of California must complete a four-year course of study that includes at least 15 college-preparatory courses as specified in SR 424, the required examinations specified in SR 418 (SR 419 beginning in fall 2012) and must meet scholarship requirements with a minimum grade point average as determined by the Board of Admissions and Relations with Schools. Graduates of high schools or other secondary schools outside of California will be admitted by examination in accordance with the provisions of SR 440. However, a graduate of an accredited high school or other secondary school outside of California may be admitted to the University, without examination, provided that the applicant has been graduated from a four-year course of not less than 15 standard secondary units; and has met the subject and grade requirements specified in SRs 424 and 428.

452.

Candidates who are not graduates of a high school or other secondary school will be admitted are entitled to admissions review if they satisfy according to the provisions of SR 440.

454.

An English language examination approved by the Board of Admissions and Relations with Schools is required to determine the proficiency of applicants for admission whose native language is other than English, unless they come with satisfactory credentials from an institution in which the language of instruction is in English. To all applicants for admission whose vernacular is other than English, unless they come with satisfactory credentials from an institution in which the language of instruction is English. The Board of Admissions and Relations with Schools gives an examination in English, both written and oral, to determine whether the applicant is able to follow lectures and to profit by class exercises. No credit is assigned on the basis of this examination. Applicants who do not meet the minimum level of proficiency required by the campus(es) to which they have applied will not meet the minimum requirements for admission to the University. pass this examination will not be admitted to the University.

456.



The Board of Admissions and Relations with Schools regards four years of literature and composition taught in a language of instruction other than English as satisfying the English ('b') subject requirement as specified in SR 424 paragraph C. A student who satisfies the 'b' subject requirement in this manner will satisfy the ('e') subject requirement (Language Other than English) by attaining fluency in English as demonstrated by satisfactory performance on an approved English test or attaining a grade of C or better in at least two English composition courses taught in English. ~~the native language of a person educated in a language other than English as taking the place of the English of the American student, and looks upon the English acquired by such student as a foreign language of the student. The amount of credit which a student receives for that~~ their ~~native language,~~ when it takes the place of the English ('b') requirement, depends upon the accreditation status or recognition character of the school by the Ministry of Education of the country of origin. ~~at which the student received secondary training. For a twelve-year course, in an acceptable school, a person educated in a language other than English normally receives four units of matriculation credit in English. This is the maximum amount of matriculation credit allowed such a student for the student's native language. [See SR 480.] (Am 26 May 82)~~

~~458. (Repealed 20 Feb 2008)~~

~~Graduates of approved schools and colleges in China and Japan are allowed to substitute a satisfactory course in the history of their own country for United States history, and also to substitute satisfactory courses in Asian law, language, and literature for the matriculation requirements in English. Such concessions will be granted only to those who furnish properly endorsed official records of their work in China and Japan, and whose work in other departments of study satisfies the requirements for admission. (Repealed 20 Feb 2008)~~

~~460. (Moved to the beginning of Chapter 5)~~

~~Special students who wish to transfer to regular status may receive matriculation credit on the basis of advanced continuation courses completed in the University with a grade of not lower than "C." Credit is allowed for high school science courses only when such courses are a printed prerequisite to the college course completed by the applicant.~~



### Chapter 3: Campus Selection of Freshman Applicants

**462.**

Applicants will be selected for admission on the basis of processes that conform to the Guidelines for Undergraduate Admission as issued and amended by the Board of Admissions and Relations with Schools.

**464.**

Notwithstanding the requirements for freshman admission specified in SR 418 (SR 419 beginning in Fall 2012) SR 419, 424, 440, and 450, applicants who do not satisfy the University's minimum requirements may be admitted provided that the proportion of the enrolled freshman class admitted to a campus in this manner does not exceed six (6) percent.

**465.** { SR 465 as set forth below, is to be valid for freshmen entering the University beginning in fall 2012 }

Each applicant for freshman admission who satisfies the provisions of SR 419, SR 424 and SR 428, who completes all 15 required units of college-preparatory course work specified in SR 424 by the date of graduation from a California secondary school, and who either:

- A. satisfies an index, determined by the Board of Admissions and Relations with Schools, that places students in the top nine (9) percent of California high school graduates based on grade point average in all University-approved college preparatory courses taken in grades 10 and 11, and on scores on approved admissions tests; or
- B. falls in the top nine (9) percent of their high school graduating class based on grade point average in all University-approved college-preparatory courses taken in grades 10 and 11 as determined by the University;

shall be admitted to at least one campus of the University. Such applicants not selected for admission by any campus to which they apply will be referred to a campus with available spaces. For purposes of paragraphs A and B above, the grade point average is based on the scale of A = 4, B = 3, C = 2, D = 1 for standard college preparatory courses, and A = 5, B = 4 and C = 3 for approved honors-level, Advanced Placement, International Baccalaureate, and college courses approved by the University, except that in the case of Paragraph A, the number of semesters of courses receiving the additional honors point shall be limited to 8.

**466.**

The Board of Admissions and Relations with Schools shall periodically adjust the index referred to in SR 465, paragraph A, to achieve the intended goals of the University's admission policy.

## Chapter 4.3. Admission to Advanced Standing

### Article 1. General Provisions

470.

Admission of students to advanced standing in the academic colleges is under the jurisdiction of the Board of Admissions and Relations with Schools.

472.

Application for examination for advanced standing on the basis of work done before entrance to the University should be made to the appropriate Admissions Officer upon entrance to the University.

474.

Applicants may be given advanced standing in the University on the basis of certificates from other colleges and universities, upon the approval of the certificates by the Board of Admissions and Relations with Schools. The Board is empowered to adopt with regard to other collegiate institutions such working rules as may seem proper, to reject the certificates, in whole or in part, to defer the final granting of credit in advanced standing pending the completion, by the applicant, of satisfactory work in residence at the University, and to require examinations in any or all of the subjects offered. Applications for supplementary credit on the basis of work done before entering the University should be filed with the appropriate Admissions Officer at the time of application for admission.

476. (Am 4 May 95; Am 23 May 01)

Applicants for admission to the University by transfer from other collegiate institutions must meet one of the following four requirements. (Am 4 May 95)

- A. An applicant who met the requirements for Admission to Freshman Standing specified in Chapter 2 of this Title may be admitted to the University provided the applicant has maintained a grade-point average of at least 2.0 in all transferable college course work.
- B. An applicant who met the requirements for Admission to Freshman Standing specified in Chapter 2 of this Title with the exception of the tests specified in SR 418 ([SR 419 beginning in 2012](#)) and/or the Specific Requirements specified in SR 424 (A) (2) may be admitted to the University provided the applicant has maintained a grade-point average of at least 2.0 in all transferable college course work and has remedied the [missing requirements](#) deficiencies by
  1. completing with a grade of C or higher one transferable college course (3 semester or 4-5 quarter units) for each missing high school subject specified in SR 424 (A) (2) and
  2. completing with a grade of C or higher 12 semester (18 quarter) units of transferable college course work in case not all tests specified in SR 418 ([SR 419 beginning in 2012](#)) have been taken.

C. An applicant who did not meet the requirements specified in (A) or (B) may be admitted to the University provided the applicant has completed 60 semester (90 quarter) units of transferable college course work, has maintained a grade-point average of at least 2.4 in transferable college course work, and has completed all of the following with a grade of C or higher:

1. Two transferable college courses (3 semester or 4-5 quarter units each) in English Composition. One of the English Composition courses is to be equivalent in level to the transferable course which would satisfy (on some campuses only in part) the English Composition requirement at the University. The second course can be (but is not required to be) the 'English Composition/ Critical Thinking' course used to satisfy part of the English Communication requirement of the Intersegmental General Education Transfer Curriculum specified in SR 478. Courses designed exclusively for the satisfaction of remedial composition requirements as defined in SR 761 cannot be used to satisfy this requirement.
2. One transferable college course (3 semester or 4-5 quarter units) in Mathematical Concepts and Quantitative Reasoning.
3. Four additional transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: the Arts and Humanities; the Social and Behavioral Sciences; and the Physical and Biological Sciences.

D. Applicants who at the time of graduation from high school do not meet the criteria of Regulations 418 and 424, but who stand in the upper 12.5 percent of their graduating classes, as determined by criteria established by BOARS, and who have achieved a GPA of at least ~~2.8~~ 3.0 in such of the courses prescribed by Regulation 424 as they have completed, may apply simultaneously for admission to a California Community College and for conditional admission to a campus of the University, subject to the satisfaction at the Community College of the provisions of Regulation 476 B and C.

The courses acceptable under (B) and (C) will be determined by the Board of Admissions and Relations with Schools. The Board may waive requirements (C) (1), (C) (2), and (C) (3) upon the presentation of appropriate test scores.

#### **477. (En 11 May 05)**

When four or more UC Senate Divisions agree to accept a course from a given California Community College as transferable for preparation for a specific major, the course will be deemed as transferable for the same major at all UC Senate Divisions one year after notification of the divisions. Similarly, if four or more Senate Divisions agree to accept a set of courses as adequate for lower-division major-preparation for a UC upper-division major discipline, that set of courses will be deemed as accepted for lower-division preparation in the same major at all the UC Senate Divisions one year after notification of the Senate Divisions. During the year following initial notification, individual Senate Divisions may decline to participate in the agreement. Additionally, all Senate Divisions will be given an annual opportunity to opt out of any previous obligation resulting from

this regulation. The Academic Council or the senate agency it so designates shall advise the President on the implementation of this regulation so as to ensure that there is adequate notice for all Senate Divisions, that Senate Divisions have an annual opportunity to opt out of ~~this~~ these obligations, and that community college students who intend to transfer to UC are minimally affected by a Senate Division's decision to no longer accept a course or set of courses.

**478.**

Applicants for admission to the University by transfer can fulfill the lower division Breadth and General Education (B/GE) requirements by completion of the Intersegmental General Education Transfer Curriculum. (En 5 May 88) (Am 3 May 90)

A. Intersegmental General Education Transfer Curriculum

The Intersegmental General Education Transfer Curriculum and the guidelines and specifications that apply to its fulfillment are provided in the following table:

Systemwide Lower Division Breadth and General Education Requirements for Students who Transfer to the University of California

<b>Subject Area</b>	<b><u>Required Courses</u> Univ. of California Minimum Requirement</b>	<b><u>Units Required</u> Transfer Minimum Requirement</b>
1) Foreign Language	Proficiency	Proficiency
2) English Composition	2 <u>courses</u> <del>semesters</del> or <del>3 quarters</del>	6 semester units <u>or 8-10 quarter units</u>
3) Mathematics/ Quantitative Reasoning	1 <u>course</u> <del>semester</del> or <del>2 quarters</del>	3 semester units <u>or 4-5 quarter units</u>
4) Arts and Humanities	3 <u>courses</u> <del>semesters</del> or <del>4 quarters</del>	9 semester units <u>or 12-15 quarter units</u>
5) Social and Behavioral Sciences	3 <u>courses</u> <del>semesters</del> or <del>4 quarters</del>	9 semester units <u>or 12-15 quarter units</u>
6) Physical and/or Biological Sciences	2 <u>courses</u> <del>semesters</del> or <del>3 quarters</del>	6 <u>7-9</u> semester units <u>or 9-12 quarter units</u>

Totals                      11 courses semesters                      34 semester  
   or  
   16 quarters                                      units

1. Foreign Language. This requirement may be fulfilled by completion of two years of a foreign language in high school with a grade of C or better, or equivalent proficiency demonstrated by college courses, or by such performance on tests as a minimum score of 550 in an appropriate College Board Subject Achievement Test for a foreign language.
2. English Composition. The English Composition requirement is fulfilled by completion of one-year of lower division English Composition. However, courses in "Critical Thinking" which provide instruction in composition of substantial essays as a major component and require students to write a sequence of such essays, may be used to fulfill the second semester of this requirement. These courses must have English 1A or its equivalent as a prerequisite. Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English Composition requirement. (Am 3 May 90)
3. Mathematics/Quantitative Reasoning. One-semester or two-quarter courses in mathematics or mathematical statistics. This requirement may be fulfilled by attainment of a minimum score of 600 in the Mathematics Section of the Scholastic Aptitude SAT Reasoning Test (SAT), or 550 in the College Board Subject Achievement Test in Mathematics (Level I or Level II). Courses on the application of statistics to particular disciplines may not be used to fulfill this requirement.

Courses taken to fulfill the B/GE requirements in the subject areas that follow, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences, should provide a broad foundation for understanding and learning to think critically, write, and speak about the biological and physical world, and the most important features and accomplishments of civilization. In addition to knowledge and appreciation, courses should stress principles and concepts that unify knowledge as well as the methods of investigation that characterize specific disciplines. The brief descriptions in subparagraphs 4), 5) and 6) are provided only as examples of the types of courses that could be used to meet these requirements. (Am 3 May 90)

4. Arts and Humanities. Courses that can be used to fulfill this requirement include courses in drama, music, dance or the visual arts, history, literature, classical studies, religion, and philosophy. At least one course shall be taken in the Arts and one in the Humanities. Courses in the Arts may include performance or studio components; however, courses that are primarily performance or studio art courses cannot be used to satisfy this requirement.
5. Social and Behavioral Sciences. Courses in anthropology, economics, ethnic studies, political sciences, psychology, sociology, or from an

interdisciplinary social science sequence. The courses must be selected so that they are from at least two different disciplines. (Am 3 May 90)

6. Physical and Biological Sciences. Courses in biology, chemistry, physics, or physical sciences with the exception of courses in mathematics. One course must be in a physical science, the other in a biological science, and at least one must include a laboratory. (Am 3 May 90)

B. University Policy for the Intersegmental General Education Transfer Curriculum (Am 3 May 90)

The University's policy for the Intersegmental General Education Transfer Curriculum is as follows:

1. To fulfill the lower division B/GE requirements prior to transferring to the University of California, a student has the option of fulfilling the Intersegmental General Education Transfer Curriculum or fulfilling the specific requirements of the school or college of the campus to which the student will transfer.
2. If the lower division B/GE requirements are not satisfied prior to transfer, the student will be subject to the regulations regarding B/GE lower division requirements of the school or college of the campus to which the student transfers, with the following exception. A student may fulfill the lower division B/GE requirements by fulfilling the Intersegmental General Education Transfer Curriculum (IGETC) after the transfer, provided all four of the following conditions are met. (Am 25 Feb 99)
  - a. A student may complete a maximum of two courses of the IGETC after transfer.
  - b. Either (1) The last-attended community college must certify the IGETC area(s) and the one or two courses yet to be completed, ~~and that the lack of these courses was for good cause such as illness or class cancellation,~~ OR (2) for students intending to major in the physical and biological sciences, the last-attended community college must certify that the student has substantially completed the articulated lower division courses for the major and that the student has completed the Intersegmental General Education Transfer Curriculum except for (i) one course in Arts and Humanities and (ii) one course in Social and Behavioral Sciences; students in this category may satisfy the IGETC requirement in Physical and Biological sciences with a year-long sequence in a single laboratory science. **(Am 11 May 2005)**
  - c. A student who has been approved to complete one or two IGETC courses after transfer may take a certified IGETC course in the area remaining to be completed at any California community college subject to the UC campus rules regarding concurrent enrollment or, at the option of the UC campus, may take approved substitute courses at that UC campus.

- d. The IGETC must be completed within one academic year (two semesters or three quarters plus any summer that might intervene) of the student's transfer to UC.
- 3. Only courses accepted for baccalaureate credit at UC, and in which a grade of C or better was attained, can be applied toward fulfillment of the UC lower division B/GE requirements.
- 4. Credit for College Board Advanced Placement Tests can be used for partial fulfillment of the Intersegmental General Education Transfer Curriculum. For the category of English Composition, a score of 5 can be used to satisfy one semester or two quarters of this requirement. For all other disciplines, a score of 3 or higher on the appropriate AP test may be used to satisfy one semester or two quarters of the requirement. (En 3 May 90)

**Article 2. Language Credit for ~~Foreigners~~ Native Languages Other Than English**

480.

A student whose native language is not English and who has completed at least nine years of education conducted in that native language may receive credit for language courses in it only if the courses are advanced courses at the upper division level. College credit for literature in the native language is allowed only for courses taken in native institutions of college grade, or for upper division and graduate courses actually taken at the University of California or at another English-speaking institution of approved standing. (See SR 456.) (Am 26 May 82)

**Chapter 5 4. Admission to Special Status and to Limited Status**

~~485. 460.~~

Special students who wish to transfer to regular status may receive matriculation credit on the basis of advanced continuation courses completed in the University with a grade of not lower than "C." Credit is allowed for high school science courses only when such courses are a printed prerequisite to the college course completed by the applicant.

490.

The Board of Admissions and Relations with Schools, or its designated agents, shall ascertain the qualifications of applicants for special status under policies laid down by the Board. The admission of such students requires the approval of the dean of the college or school in which they seek to enroll. Applicants must be at least twenty-one years old, and no applicant will be admitted directly from high school.

492.

Applicants for admission to limited status may be admitted by the Board of Admissions and Relations with Schools, or its designated agents. The program of courses to be pursued by each such applicant must have been approved, either (A) in the case of an applicant who seeks eventual admission to regular status in a professional school, by the dean of that school, who shall certify that completion of the proposed program, with such grades as may have been specified, will qualify the applicant to be considered for admission to regular status in the school, or (B) in the case of an applicant who desires to satisfy some other definite need

or interest, by the dean of the college or school in which the student will enroll. In each case, the applicant's proposed program of courses and the specified period of time for which the applicant is to be admitted must have been finally approved by the dean of the appropriate college or school. An applicant will not be admitted to limited status for the sole purpose of raising a low scholarship average. [See SR 314.]

### **Chapter 6.5. Transfer of Students**

#### **500.**

Any student may be transferred from one college or school of the University to another upon the approval of the dean or other responsible officer or committee of the college or school to which admission is sought. A form of petition for such transfer is supplied by the Registrar. The dean or other responsible officer or committee of the college or school to which the student is transferred shall determine the extent to which courses completed prior to the transfer may be accepted in satisfaction of the degree requirements of that college or school.

#### **502.**

Transfer of Breadth/GE Requirements (En 7 May 87)

- A. Students who transfer from one UC campus to another and who have completed the Breadth/General Education (B/GE) requirements of the campus from which they have transferred (excepting for upper division B/GE requirements) will be considered to have met the B/GE requirements of the campus to which they transfer.
  - B. Students who transfer from one UC campus to another prior to completing the B/GE requirements of the campus from which they transferred will complete their B/GE requirements subject to the regulations of the campus to which they transfer.
  - C. The above policy is not restrictive with respect to upper division requirements for graduation on the individual campuses.
-