



BOARD OF ADMISSIONS AND RELATIONS WITH SCHOOLS Guidelines for California K-12 Consultation

As directed by [Senate Bylaw 145](#) of the University of California, the Board of Admissions and Relations with Schools (BOARS) deliberates on matters relating to the admissions of undergraduate students to the University of California. BOARS' recommendations, which focus on the policies and practices used in the admissions process, directly relate to the educational mission of the University and the welfare of its students.

The majority of students who enroll at the University of California, whether they enter directly as first-year students or as transfers, are first supported in their educational journeys as students enrolled in California's K-12 schools. The success of these students is of paramount importance to the citizens of California. The transparent and timely provision of information about UC admissions requirements to these students is also of paramount importance, as no student should find their university opportunities curtailed by any change in admissions policy that is unevenly revealed or abruptly implemented.

Given the importance of California's K-12 system and its delivery of the academic foundation for all California students, including those who ultimately enroll at the University of California, BOARS has codified its longstanding practice of K-12 consultation with a set of guidelines to inform any future recommendations about UC admissions requirements, A-G course criteria and guidelines, or other facets of the undergraduate admissions process. Following these guidelines, which emphasize transparency and timely sharing of information, will foster continued productive collaboration with its California K-12 partners.

Background

In addition to its chair and vice chair, who are both UC Senate faculty, BOARS membership includes one Senate faculty member from each of the 10 UC campuses to ensure representative input from across the University system. To foster further information sharing and collaboration, BOARS membership also includes an undergraduate student representative who is recommended by the University of California Student Association (UCSA), and a graduate student representative who is recommended by the UC Graduate and Professional Council. Finally, BOARS membership includes a number of standing committee consultants from UCOP. BOARS has delegated the implementation of its requirements to these consultants, who work with A-G course list managers, teachers and administrators at over 3000 California high schools.

BOARS & California K-12

To provide open and clear communication with the California K-12 segment in the service of student preparation for a seamless transition to university study, BOARS is committed to the following best practices for engagement and consultation.

1. Regular Consultation with the State Board of Education

BOARS will meet at least annually at the start of the academic year with the president of the State Board of Education (SBE) and/or a SBE representative selected by the SBE president. At a minimum, these meetings should accomplish two major objectives. First, these meetings will give the SBE a direct and immediate channel for sharing information with BOARS about issues of concern from the K-12 system perspective. Second, this meeting will provide an opportunity for BOARS to share information with the SBE about its planned priorities for the upcoming academic year. If the SBE has a significant interest in agenda items that will be under discussion, additional consultations with the SBE will be scheduled throughout the academic year.

2. Policy Consultation

Any proposals to change UC's undergraduate admissions A-G subject requirements, codified in [Senate Regulation 424](#), may be initiated by BOARS. Such proposals undergo multi-year review within the Academic Senate before being presented to the UC president and ultimately the Board of Regents for final approval, per [Regents Policy 2102](#). During the Senate's deliberations, BOARS, the Academic Council, and/or the Assembly of the Academic Senate shall consult with key K-12 and California State University representatives for feedback and input to help inform policy development and review process.¹ First, the BOARS chair will form a UC faculty workgroup based on subject matter expertise. These faculty may be identified by contacting UC campus department chairs based on disciplinary expertise. This faculty workgroup will convene at UCOP to meet with BOARS leadership and will receive support and consultation help from Undergraduate Admissions and Institutional Research staff consultants to BOARS. When they convene, workgroup members will receive an orientation about current A-G course criteria, the course review process. The launch of the review process will also include initial discussions with fellow workgroup members about their approach to reviewing and revising their designated subject area's course criteria. When the faculty workgroup has a draft of its revised criteria, its proposal will be previewed by BOARS, and shared with K-12 and CSU colleagues. The UCOP High School Articulation (HSA) staff will assist the BOARS chair by acting as a conduit with K-12 reviewers by sending invitation letters out and compiling K-12 feedback. A similar process will be used to identify CSU faculty reviewers. Afterwards, HSA staff will compile the K-12 and CSU feedback for the UC faculty workgroup members who will further revise the course criteria based on the input received. This consultation process may be repeated if needed, leading to further revision by the UC faculty workgroup. When the faculty workgroup's work is completed, it will share its final draft recommendations with BOARS. At this point, BOARS will review the proposed criteria and vote on the recommendations.

¹ BOARS' work on revised science admission requirements provides an example. This effort started in 2017 when BOARS formed a working group. During its deliberations, BOARS engaged in K-12 consultations with the State Board of Education, the California Department of Education, and California Science Teachers Association, among others. Notably, this topic arose due to the SBE's 2013 adoption of the Next Generation Science Standards (NGSS) for K-12. The changes to California high school curriculum introduced by the NGSS included the expectation of 3 courses rather than 2 and expansion of the range of scientific inquiry to topics such as earth and space sciences and applied sciences. BOARS' recommendation to expand and align the categories of courses that would fulfill Area D with the new NGSS high school curriculum was ultimately approved by the Regents.