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THE ROLE OF UNIVERSITY OF CALIFORNIA ACADEMIC SENATE IN ADMISSIONS POLICY: Establishing Working Rules May 1997

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This brief was developed at the request of the University of California Board of Admissions and Relations with Schools – a body of the UC Academic Senate charged with developing and regulating universitywide policy on undergraduate admissions.

The following provides a general outline of the possible role of the Board of Admissions and Relations with Schools (BOARS) in setting universitywide undergraduate admissions policy, and regulating the process of admissions that reflects the historical charge to the Academic Senate by the Regents.

BOARS has the prerogative to act as the “lead agency” in this important area of educational policy, subject to the actions of the Regents, and recognizing the purview of the President and the Chancellors in coordinating the administrative process of selection and setting general enrollment limits, and the need to consult with the Vice President for Student Affairs and campus admissions officers. The term “lead agency” reflects the concept that admissions is an area of shared responsibility with the administration, and that other entities including the office of the Assistant Vice President for Students Affairs are crucial to implementing the admissions process. Yet it is important to separate the administrative tasks from educational policy issues.

A principle that could be stated by the Academic Senate (through the Academic Council, and perhaps the Academic Assembly) as part of the effort to clarify this concept to the University community is the following:

The setting of undergraduate admissions policy and the criteria for admitting and rejecting student applications to the University of California is fundamentally an educational policy issue under the purview of the Academic Senate, and subject to the actions of the Board of Regents. The actual process of admitting student is a shared responsibility between the Academic Senate and universitywide and campus administrators, with administrative purview particularly important in areas related to resource management, including the setting of campus enrollment targets, and accepting and rejecting students to individual colleges and academic programs.

Beyond the formal charge by the Regents, there are several reasons why it is appropriate that the Senate set the conditions of admissions and regulate this important area of University policy. A basic principle underlying admissions policy is that, in one form or another, there should be universitywide policy and monitoring of campus admissions practices. While it is important to provide sufficient freedom for campuses to select their student population, it must be done within the framework of the “one-university” concept first articulated with the creation of the Los Angeles campus in 1919, formally adopted by the Regents in the 1930s, and conditioned by the University’s commitment to the 1960 California Master Plan for Higher Education.

As a public university, the University of California must maintain an admissions system that relates directly to its educational mission, including its social contract in areas such as student economic and racial diversity (per the University’s state charter, and policy set by the Board of Regents). The Senate

provides a logical universitywide body to both set and recommend policy to the President and the Board of Regents that maintains:

- High academic standards;
- And the University's social contract with the people of California.

The Senate provides a forum for both setting general, universitywide policy, and for monitoring and at times mitigating the competing interests of campuses. In a time of increased decentralization of administrative authority in areas such as budgeting, one might argue it is extremely important that the Senate provide leadership in articulating educational policy at the universitywide level -- including possibly greater centralized or decentralized authority in admissions.

While certainly not free of the provincial interests of a particular campus or group, the Senate provides a relatively independent forum to debate the merits of important changes in admissions policy and their potential impact on the entire university. Universitywide administrators who must cope with the often politically powerful interests of a campus, it might be argued, are actually empowered by the Senate as the forum for ultimate and largely independent debate and action.

In assessing the value of the Senate, and specifically BOARS, as the "lead agency" in setting admissions policy, one should consider alternative models. Almost all other universities and university systems have vested authority in admissions and most educational policy areas to administrators, and not to faculty and their respective representative bodies.

Within multi-campus systems, the tendency of this model is to drift toward significantly different criteria for admissions and selection among campuses. This trend is a reflection of market demand, with some benefits to individual institutions. But it could have a serious and negative impact on the University of California and the "one-university" model, which has, it can be argued, supported an overall increase in the quality of each campus. Because admissions policy is one of the most important interfaces with the public, the semblance of uniform admissions criteria has provided Californians with the perception of the University as more than a single campus. Historically, this has been a key factor for gaining broad political support for the University.

I. Senate Purview Related to Admissions

Per the Bylaws and Regulations of the Universitywide Academic Senate, BOARS is the delegated "lead agency" for setting admissions policy -- although major issues related to admissions should also be presented to the Universitywide Committee on Educational Policy, and major changes presented to Academic Council and ultimately the Academic Assembly for action.

Reflecting its historical role, BOARS should focus on the following three general areas of policy:

1. *Universitywide Admissions Policy*: general criteria used in the admissions process that directly relates to the educational mission of the University and the welfare of students, and subject to the actions of the Regents and advice and recommendations of the universitywide and campus administrations, including,
 - (a) Regular Admissions: including setting minimum eligibility and supplementary criteria for incoming freshman and transfer students admitted under regular admissions that: one, meets the Master Plan for Higher goal of selecting freshman from the top 12.5 percent of high school graduates; and two, that provides a reasonable chance that students admitted to the University of California will matriculate and graduate.
 - (b) Special Admissions: including setting criteria that may be used for selecting students who do not meet regular admissions criteria, but who also have a reasonable chance of matriculating and graduating from the University.

2. Working Rules: BOARS should provide general guidelines to divisional committees of the Senate and campus administrators regarding the actual decision of accepting or rejecting a student application, including the process of redirection.
3. Monitoring/Regulating Admissions: BOARS should engage in a process of review of the admissions process in concert with divisional admissions committees. This should include an annual report by the division committees on the admissions practices and plans for the following admissions cycle of each campus, including reporting on the number of regular admissions, special action admissions, and the number of UC eligible students redirected and the percentage that actually enroll at the University.

II. Organizational Issues for BOARS and the Senate

The following provides a preliminary list of possible methods for clarifying the role of BOARS. If the Academic Senate is to reassert its involvement in admissions policy, it must become more proactive, and develop new relationships with the universitywide administration and the divisional admissions committees that will require modifications to the current organizational culture of the University, and structural changes within the Senate.

It is important to note that most of these changes will take time. In some instances, the Senate may find that it does not yet have the structure or the faculty expertise to react properly to admissions related issues. A collaborative mode of working with universitywide and campus administrators is essential.

1. Purpose and Organization of BOARS

The current composition of BOARS was established in the early 1960s as part of the reorganization to a federal model for the Senate intended to provide representation from each campus. While this is a logical approach, one might argue for a modification in the organization of BOARS.

Since the 1960s, the university has grown significantly in enrollment in the complexity of issues related to admissions, and in the number of professional staff engaged in processing and selecting applications. Yet BOARS, meeting on average only four-times a year, has not made a parallel transition, increasingly focused largely in minimal admissions standards, and not structured or oriented to proactive approaches to major policy problems.

The following provides an alternative structure intended to establish BOARS as the lead agency in admissions, and as a policy board that oversees and directs efforts to improve the admissions process. BOARS must develop mechanisms to both efficiently deal with major issues as they come up, and to seek advice and counsel on long-term planning issues. This scope and complexity of these issues requires that BOARS broaden the number of faculty and staff input beyond reliance on its current members.

(a) Broaden BOARS membership:

Change membership to include not only divisional admissions committee chairs and a Chair and Vice Chair, but also two at large faculty, and ex-officio status for the Assistant Vice President - Student Academic Affairs, the Director of Undergraduate Admissions, and one or two campus directors of admissions.

(b) Create Expanded Sub-Committee Structure:

BOARS needs to bolster its ability to work as a credible and high level policy board that formally integrates administrative expertise, and is structured to allow for input by sub-committees with one or two BOARS members, and at large faculty and staff such as admissions directors. This could include:

- Sub-Committee on Regular Admissions Policy
- Sub-Committee on Special Admissions Policy
- Sub-Committee on Relations with Schools and Outreach
- Sub-Committee on Campus Admissions Plans

(c) Develop Task Forces:

BOARS could commission small Task Forces to focus on major policy areas and to generate options and recommendations. These groups should include faculty with the appropriate expertise, and when appropriate universitywide and campus administrators. The following provides an incomplete list of possible Task Force subjects for the academic coming year.

- UC Eligibility Criteria and Potential Alternative Models
- Ten Year Review of the Multiple-Filing System and Redirection
- VIP Admissions and Educational Policy
- Projections of UC Racial and Socio-Economic Diversity
- Bylaws and Regulations Related to Undergraduate Admissions

(d) BOARS Members Compensation:

Participation in Academic Senate committees has been built on a public service model in which talented faculty will provide the time and energy without compensation. Yet the activities of faculty have changed significantly since the early 1960s, and the ability of the Senate to attract faculty engaged in teaching and research to Senate service reduced.

BOARS represents one of the most important policymaking bodies in the University of California, and the Senate should develop more creative mechanisms for both attracting high quality faculty, and providing them with the time to focus on admissions policy. This should include providing a stipend for the Chair and the Vice Chair that essentially offers substantial course relief (and/or for RA's related to faculty research), and stipends for all other Senate members on BOARS.

Currently, divisional chairs receive no compensation. By providing compensation for Universitywide Senate resources, the divisional chairs and at-large faculty are given a uniform package that demonstrates the value of their contribution, and obligates them to a level of work and professionalism that will enhance the ability of the Senate to meet its charge under the Regents. Compensation might also be developed for Task Force chairs.

(e) Staffing:

While BOARS benefits greatly by the analytical ability and general support provided by universitywide administrators, it would benefit by having its own analyst who is independent of the administration and can provide a sense of institutional memory.

The turn-over in faculty membership on the board has helped to create the conditions for a general disengagement of the Senate in the area of admissions, and the natural desire of administrators engaged in the often contentious and complicated area of admissions to manage the issues that come before the board. In addition, at one time BOARS had the benefit of admissions officers directly reporting to the board and divisional committees. The significant growth of student affairs administrations has created numerous positions that has, in effect, removed or reduced Senate interaction with admissions directors -- professional staff with the greatest expertise and responsibility for the actual process of

admitting students, and adhering to the admissions criteria that is the purview of the Senate.

BOARS, and major Senate committees more generally, should incorporate the committee model developed by state legislatures: major policy committees need to have their own analyst, and not rely solely on the advice of agencies they are, to some degree, charged to regulate and review.

Currently, the Universitywide Senate provides a staff person to help schedule meetings, take minutes and distribute materials. But the workload of these individuals is such that they can offer little analytical assistance.

2. Establishing New Policies and Working Rules

BOARS should focus on reviewing and developing policy and recommendations for action by the Academic Assembly in three general areas:

(a) Universitywide Bylaws:

The charge to BOARS should be modified: one, to provide for the proposed change in members (noted previously); and two, to more clearly state its responsibilities. Language currently in the charge reflects general assumptions of the Senate's responsibilities in admissions that have been forgotten.

(b) Universitywide Regulations:

For a variety of reasons, including the growing complexity of University of California admissions, the Bylaws and Regulations of the Universitywide Academic Senate have not kept pace with major shifts in the stated policy of the institution. Basic policy, including the percentage of special action admissions, the percentage of students who must be admitted on academic criteria alone, and the percentage that can be also admitted according supplementary criteria, should be integrated into the Senate's regulation.

Currently, there is no single, holistic source for understanding the admissions policy of the university. If the Academic Senate is to take its delegated responsibility seriously, then it should integrate such policies into the Regulations. However, this should also be done in a manner that provides BOARS with sufficient flexibility to generate the "Working Rules" noted previously, and to act as a policymaking body.

(c) Working Rules:

Historically, BOARS has set supplemental criteria (e.g., economic class, geographic location, veteran status etc.) for implementation by divisional committees and admissions directors.

It is apparent that the setting of "Working Rules" by BOARS has been slowly usurped or delegated over time to the administration. BOARS should attempt to resurrect this function of the committee as a method to set the general ground rules for the admissions process. As a first step, BOARS should:

-- Officially approve the "Guidelines for Implementation of University Policy on Undergraduate Admissions" and the "Policy on Undergraduate Admissions by Exception" as the "Working Rules" of the committee.

-- Develop an annual review process, as part of the "Working Rules," of each division "Campus Admissions Plan."

This is an important period of transition for UC's undergraduate admissions policy that will not only determine who is admitted, but how future decisions are made. The Senate should develop a pattern of inquiry and decision making that reflects its charge under the Regents.

APPENDIX 1: Universitywide Academic Senate Bylaw Charge to BOARS**145. Board of Admissions and Relations with Schools**

A. Membership shall consist of: eleven members, including one member from each Divisional Committee on Admissions and Enrollment (or equivalent committee), serving three-year staggered terms; and a Chair and Vice Chair, serving two-year concurrent terms. The Chair and Vice Chair shall not be from the same Division and shall be appointed from among Divisional Committee members serving on BOARS during previous years. The Vice Chair shall normally succeed the Chair at the end of their terms. (Am 4 May 1995)

B. Duties. The committee shall:

1. Advise the President and appropriate agencies of the Senate on matters relating to admissions of undergraduate students.
2. Regulate the examination and classification of all applicants for admission to undergraduate status, and report thereon to the Assembly. It has the power in exceptional cases to admit applicants with minor deficiencies. (Am 26 May 82)
3. Determine the basis of acceptance of the examinations used to satisfy admissions requirements. (Am 26 May 82)
4. Maintain the standard of preparation required of students who enter the University directly from California secondary schools in the course of passing on applications for advanced standing from other colleges and universities. Advanced standing credit is granted for work of quality comparable to that required of students in this University.
5. Require secondary schools in California whose graduates are to be admitted on a transcript to submit for approval a list of those courses certified by the school as fulfilling the subject requirements for admission. The committee shall review these courses annually. If the studies outlined in 145.B.6 below indicate that such action is advisable, it may require that applicants from certain schools take examinations established by the Board as a condition for admission. (Am 26 May 82)
6. Require secondary schools in California whose graduates are to be admitted on a transcript to submit for approval a list of those courses certified by the school as honors level courses in history, English, advanced mathematics, laboratory science, and foreign language. The committee shall review these courses annually. (En 26 May 82)
7. Compile information on curricula and scholarship standards in California secondary schools. On authorization by the President, the committee shall confer with representatives of schools and colleges on appropriate scholastic matters. It shall annually report to the Assembly statistical information about applicants admitted to advanced standing, and about the scholastic achievements of students admitted as freshmen; and at appropriate intervals it shall report on its policies and practices regarding admissions, specifying exceptions to Senate Regulations that have been permitted. (Am 15 Jun 71, 28 May 80, 26 May 82)

APPENDIX 2: Regulations of the Universitywide Academic Senate Related to Admissions**UNDERGRADUATE STUDENTS**

310. Regular students are undergraduates who are enrolled in the established curriculum of a school or college.

312.

A. Special students are undergraduates who have not completed in full the requirements for matriculation nor a substantial amount of college work. They must be 21 years of age and submit evidence of adequate preparation for university work. No special student may be a candidate for any degree.

B. A special student may enroll only in such courses as have been specified in his case by the dean of his college or school, and his continuance in special status is subject to review each term by that dean.

C. A special student may attain regular status by satisfying the matriculation requirements.

314.

Limited students hold the Bachelor's degree but are ineligible for admission to graduate standing, or without the Bachelor's degree have completed in this University, or in another institution of approved standing, and with satisfactory scholarship average, a substantial amount of college work, and have been admitted to the University, in accordance with the provisions of SR 492, for the purpose of completing a specified program of courses either required for admission to regular status in one of the professional schools of the University, or selected to satisfy some other definite need or interest. Such students are enrolled, for a definite period specified at the time of their admission, as undergraduates. Those who seek eventual admission to regular status in a professional school are enrolled in that school or, if the school offers no undergraduate curriculum, in the College of Letters and Science. Those who desire to satisfy some other definite need or interest are enrolled in the college or school most concerned with the courses they will pursue. The dean of the college or school in which they are enrolled is responsible for their adherence to the specified program of courses and for their maintenance of such grades as may have been specified when the program was approved. Limited students for whom no grades have been specified are subject to the minimum scholarship requirements for undergraduates of the University. Any deviation from the program as planned, or any scholarship deficiency incurred while pursuing it, will result in the cancellation of a student's limited status and will render him subject to dismissal from the University.

GRADUATE STUDENTS

320.

Graduate Students are such graduates of the University (or of other institutions empowered to confer like degrees on an equivalent basis) as are pursuing advanced or special studies under the direction of a Graduate Council. Graduate students may be resident graduates not candidates for a degree; or they may become candidates for higher degrees. All graduate students are considered resident graduates not candidates for a degree, unless admitted to candidacy by a Graduate Council after formal application.

ADMISSION ACADEMIC COLLEGES

Chapter 1. Publication of Admission Requirements

410. The Board of Admissions and Relations with Schools, or its designated agent, shall annually revise the statement of admission requirements. This statement shall include the minimum requirements for admission and such supplementary information as the Board shall direct.

- 412.** All changes in the requirements for admission to the curricula of the various colleges, schools, and departments, and in the recommendations for preliminary training, shall be immediately reported to the Director of Admissions.

Chapter 2. Admission to Freshman Standing

Article 1. Submission of Test Scores

- 418.** Each applicant for admission must submit scores either in the SAT I: Reasoning Test or the American College Test. He/she 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. (Rev 4 May 1995)

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.

Article 2. Admission of Graduates of Secondary Schools in California

- 420.** 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 SR424.] 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.** 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 may prevent graduation in four years. [See SR 412.]
- 424.** Candidates applying for admission on the basis of a transcript of record from a secondary school in California must satisfy the requirements specified in this regulation. (Am 2 Jun 77; Am 26 May 82; Am 3 May 90)

A. Unit Requirements

1. Unit Requirements

A minimum of 16 high school units must be completed during grades 9-12. 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. Specific 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, 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 of college preparatory mathematics which includes the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- d. Laboratory science, 2 units, two years of laboratory science providing basic knowledge in at least two of the fundamental disciplines of biology, chemistry, and/or physics.
- e. Language other than English, 2 units, two year courses in a language other than English.
- f. 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.

B. Scholarship Requirements

1. Grade requirements for Specific Subject Requirements

- a. All courses used to satisfy specific subject requirements (A)(2)(a)-(e) must be completed with a grade of C or better.

2. Grade Point Average Calculation

- a. Only grades for courses specified in (A)(2)(a-f) 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. Deficiencies either in the subject or grade requirements of SR 424 may be removed:

- A. By passing examinations of the College Board. (Rev 4 May 1995)
- 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.** 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.** A graduate of a secondary school in California which does not satisfy the conditions of Bylaw 145 will be admitted to the University only by achieving satisfactory scores in such examinations given by the College Board as may be prescribed for each applicant by the Board of Admissions and Relations with Schools. (Rev 4 May 1995)

Article 3. Admission of Candidates Other than Graduates of Secondary Schools in California

- 450.** 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 that he has met the subject and grade requirements specified in Srs 424 and 428.

424 and 428.

- 452.** Candidates who are not graduates of a high school or other secondary school will be admitted according to the provisions of SR 440.
- 454.** 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 pass this examination will not be admitted to the University.
- 456.** The Board of Admissions and Relations with Schools regards 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 native language, when it takes the place of English, depends upon the character of the school 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 2 May 82)
- 458.** 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.
- 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.

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.

[Senate Regulation 476, as set forth below, governs admission for students who wish to transfer to the University prior to fall 1998. Students who wish to transfer to the University after that date must do so under SR 476 (Rev 4 May 1995) set forth immediately below this regulation.]

- 476.** Applicants for admission to the University by transfer from other collegiate institutions must meet the requirements specified in SRs 424 and 428. Applicants who at the time of graduation from high school fail to meet these requirements in full may be admitted to the University upon removing in the following manner the deficiencies existing at the time of high school graduation. (Am 26 May 82)
- A. Remedying Deficient Grades and/or Missing Subjects. Grade deficiencies and/or missing subjects may be corrected no later than the end of the summer immediately following high school graduation to the extent of no more than a total of one unit (or two semesters) of course work in the a-f subjects. In the case of grade deficiencies, they may be corrected by repeating with satisfactory grades courses in the a-f subjects which originally earned D or F grades. (Am 25 May 82, 25 May 83)
 - B. Remedying Deficient Grades. If SR 476(A) does not apply, deficiencies in the grade requirements of SR 424 at the time of high school graduation: (Am 25 May 83)
 1. May be waived by passing appropriate examinations of the College Board (See SR 440), or
 2. May be waived by completing 84 quarter (56 semester) units of transferable college credit with a college grade point average of 2.4 or better.
 - C. Remedying Missing Subjects. If SR 476(A) does not apply, the deficiencies in the subject requirements at the time of high school graduation may be remedied in the following manner: (Am 25 May 83)
 1. If the candidate lacks subjects required for admission but has an adequate GPA as specified in SR 424, he or she must complete, with grades of "C" or better, appropriate college courses in the a-f subjects not completed in high school.
 2. If the candidate lacks subjects required for admission and has a lower GPA than the minimum specified in SR 424, he or she
 - a. Must complete, with grades of "C" or better, one college course in Mathematics, one in English, and one selected from U.S. history, a laboratory science, or languages other than English. (Rev 4 May 1995)

All courses, with the exception of the required mathematics course, must be transferable to the University.

The course in mathematics must assume a proficiency level equivalent to

three years of high school mathematics (i.e., elementary and advanced Algebra as well as geometry). This course may be a non-transferable two-semester (or three-quarter) unit course in trigonometry, or a transferable mathematics course that employs the topics of college intermediate algebra, or a transferable statistics course which has college intermediate algebra as a prerequisite. (Rev 4 May 1995)

Must also complete 84 quarter (56 semester) units of transferable college credit with college GPA of 2.4 or better.

OR

- b. Must complete appropriate college courses, with grade of "C" or better, in the a-f subjects not completed in high school. Up to two units of high school work in the a-f subjects may be waived except in mathematics and English (Rev 4 May 1995)

Must also complete 84 quarter (56) semester units of transferable college credit with a college GPA of 2.4 or better.

- D. Remedying Deficiencies in the Requirement for 7 Academic Units during the Last Two Years of High School. Beginning with students graduating in June, 1986, 7 of the 15 required a-f academic units must be completed in the last two years of high school. Those students deficient in this requirement must complete additional work in appropriate courses in the a-f subjects. The amount of additional work must be equal to the unit deficiency in the 7 academic units requirement. (En 25 May 83)
- E. Waiver of Requirements. The Board of Admissions and Relations with Schools may, in its discretion, waive the requirements set for admission (see SRs 424 and 428), in the case of applicants for admission with advanced standing who comply with one of the following conditions: (Am 25 May 83)
1. If they are applicants for transfer from collegiate institutions which, in the opinion of the Board of Admissions and Relations with Schools, have rank and standards of admission comparable with those of the University of California, provided they have attained at least the grades required of students transferring from the institution from which they come.
 2. If they are not graduates of a California high school but have met substantially the requirements for admission established for those entering from secondary schools of California which satisfy the conditions of Bylaw 145, provided they have attained the grades required of students transferring from the institution from which they come. (Am 8 Mar 68; Am 25 May 83)

[SR 476 (Rev 4 May 1995) as set forth below is effective for all students who wish to transfer to the University in fall 1998 or later. Senate Regulation 476 as set forth above governs transfer prior to that date.]

476. (effective 1998)

Applicants for admission to the University by transfer from other collegiate institutions must meet one of the following three requirements. (Rev 4 May 1995)

- 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 he/she 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 and/or the Specific Requirements specified in SR 424 (A) (2) may be admitted to the University provided he/she has maintained a grade-point average of at least 2.0 in all transferable college course work and he/she has remedied the 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 have been taken.
- C. An applicant who did not meet the requirements specified in (A) or (B) may be admitted to the University provided he/she 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.

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.

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

Subject Area	Univ. of California Minimum Requirement	Transfer Minimum Requirement
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1) Foreign Language	Proficiency	Proficiency
2) English Composition	2 semesters or 3 quarters	6 semester units
3) Mathematics/ Quantitative Reasoning	1 semester or 2 quarters	3 semester units
4) Arts and Humanities	3 semesters or 4 quarters	9 semester units
5) Social and Behavioral Sciences	3 semesters or 4 quarters	9 semester units
6) Physical and/or Biological Sciences	2 semesters or 3 quarters	6 semester units
Totals	11 semesters or 16 quarters	34 semester 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 a test as a minimum score of 550 in an appropriate College Board 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 Test (SAT), or 550 in the College Board 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 he or she 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 he or she transfers.
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

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 4. Admission to Special Status and to Limited Status

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 him 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 he is to be admitted must have been finally approved by the dean of the college or school in which he will enroll. An applicant will not be admitted to limited status for the sole purpose of raising a low scholarship average. [See SR 314.]

Chapter 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.