

PRESIDENT'S TASK FORCE ON UNDERGRADUATE ADMISSIONS

Report submitted to President Richard L. McCormick
July 2001

President's Task Force on Undergraduate Admissions

Frederick L. Campbell, Dean of Undergraduate Education and Vice Provost (Chair)

Tom Colonnese, Assistant Vice President, Office of Minority Affairs

Robert D. Crutchfield, Chair, Department of Sociology

Kathleen Fearn-Banks, Associate Professor, Department of Communications

Bradley Holt, Vice Chair, Faculty Senate; Department of Chemical Engineering

Susan Jeffords, Divisional Dean for Social Sciences, College of Arts and Sciences

Kristine Kallander, GPSS representative

Aimee Koeplin, GPSS representative

Ed Lazowska, Chair, Department of Computer Science and Engineering

Nanci Murphy, Chair, Faculty Council on Student Affairs; Assistant Dean, School of Pharmacy

Mark Patterson, Associate Professor, Department of English

Emile Pitre, Director, Instructional Center, Office of Minority Affairs

David Roberts, ASUW representative

Gail Stygall, Associate Professor, Department of English

Douglas Wadden, Chair, Faculty Council on Academic Standards; School of Art

Deborah Wiegand, Director of Academic Counseling

Danica You, ASUW representative

Resource People:

Jerry Gillmore, Director, Office of Educational Assessment

Enrique Morales, Assistant to the Vice President for Minority Affairs

Tim Washburn, Executive Director, Admissions and Records

T. Wilson, Assistant Attorney General, UW Division

TASK FORCE ON UNDERGRADUATE ADMISSIONS

I. INTRODUCTION

The Task Force on Undergraduate Admissions was formed to consider freshman and transfer admission policies. The last comprehensive review of our undergraduate admission policy took place in 1976. Since then our admission practices have undergone considerable change and so too has state law. This report makes recommendations that bring our admission practices and our Faculty Code in compliance with state law and offers suggestions for better achieving our admission goals.

The goals of our admission policy have remained clear and consistent even though the practices we use to meet these goals have changed considerably. The University of Washington is committed to maintaining both the academic excellence and diversity of its student body. Our admission practices must therefore accomplish two interrelated ends: First, to identify, recruit and enroll students who have the ability to succeed and the desire for the type of education offered by our university. Second, to create a student body whose academic contributions and diversity of background and interests enrich everyone's educational experience. These goals are consistent with public policy established by the Higher Education Coordinating Board, the University of Washington Regents and our Faculty Handbook.

Changes in the way we conduct the admission process to meet our goals have been driven by several factors: shifts in the demographic character of the state, the level of high school preparation and new social conditions. Most importantly Initiative 200 prohibits granting preferential treatment to any person or group "on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting." As a result we are no longer as successful in meeting our intertwined goals of excellence and diversity. This time of change is a good moment to pause and review our current admission practices with an eye to continued improvement.

The Task Force on Undergraduate Admissions divided its review into the following parts:

- Review of our "regular" admissions process with suggestions for more fully meeting our goals of excellence and diversity.
- Review of our transfer practices to ensure that they continue to meet our overall admission goals.
- Development of an experimental program which would operate within the new policy limits of the Higher Education Coordinating Board and seek students with varied social and educational backgrounds who have the potential to succeed but who might not ordinarily apply to the University of Washington.
- Produce new draft legislation for the Faculty Handbook bringing our admission practices in compliance with state law.

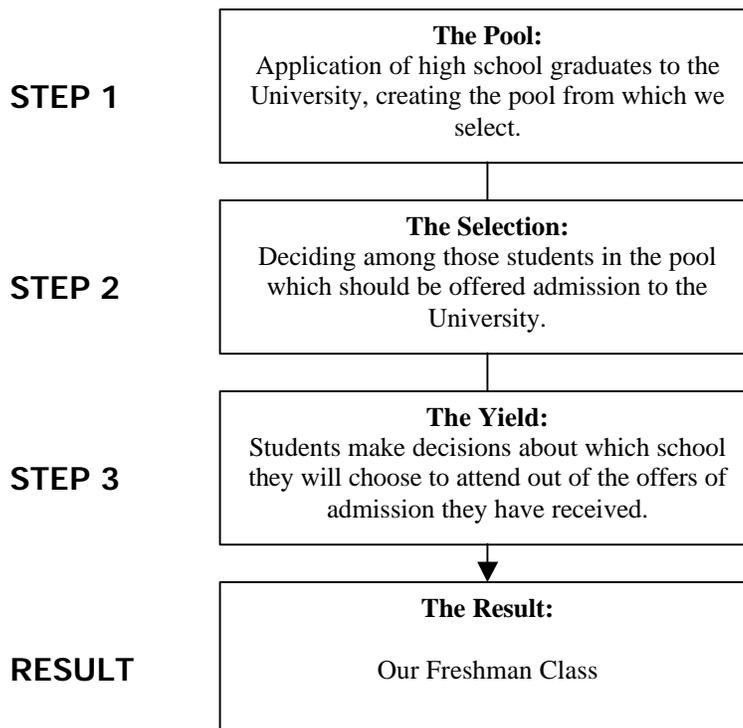
II. FRESHMAN ADMISSION PRACTICES

A. What type of student does the University of Washington best serve?

Students best served by the University of Washington are those ready to learn at the leading edge. As one of the premier research and teaching universities in the nation, our faculty are dedicated to the continual advancement of knowledge, facilities for learning are superior and the academic choices available to students are rich and varied. Students who are well suited for the University have a variety of important traits. They are well prepared, highly motivated, responsible, and willing to take advantage of the special opportunities both within and outside the classroom. They are interested in experiential learning and working with faculty in research, scholarship, artistic endeavors or public service. They have life experiences that serve as a strong foundation for building new knowledge and they are willing to share their experience in a community of faculty and student learning. Many are preparing the way for advanced degrees in academic or professional fields. Students with a mix of these traits will find an environment that both prepares and challenges them to perform at the highest level. Our admission practices should help us find those students for whom the University of Washington is the best choice.

B. How is our Freshman Class created?

Take a step back and look holistically at the admissions process. The key is that admissions is not a single decision, but rather a three-step process. If anything disrupts the flow of students in this process, admissions suffers. The steps in the process are:



A case study of the freshman class of 2000 will demonstrate how our “regular” admission process works. Last year, 14,950 students applied to the University. All students must submit their SAT/ACT scores and a transcript of their high school academic record. In addition, all applicants are asked to write a personal statement to “Describe an event in your life that either demonstrates your character or helped to shape it.” In addition applicants are provided an opportunity to (1) “Describe any personal hardships or barriers you’ve had to overcome and explain how they have affected your education”, and (2) “In the context of your life experience, describe your understanding of cultural differences, how this awareness was acquired, and how it has affected you”.

To be eligible for routine admission all students must also have completed in high school or equivalent college courses: 4 years of English, 3 college prep math, 3 social studies, 2 science – including 1 lab science, 2 of a single foreign language, ½ fine and performing arts and ½ elective from the aforementioned areas. In addition to the University’s requirements, the Higher Education Coordinating Board sets broad criteria for routine admission including a requirement for SAT/ACT scores, grades, and completion of required courses.

The Admission Index (AI): An admission index is calculated for all eligible students. Three-fourths of the AI is based on grade-point average and one-fourth on SAT/ACT scores. The admission index purports to predict the probability of a student completing the freshman year with a grade point of 2.0. The HECB minimum for routine admission to the UW and WSU is an 80% chance of earning a 2.0 the freshman year. For freshmen entering in 1996, the AI has a correlation of .76 with the freshman-year GPA and .78 with their senior cumulative GPA.

Admission based only on Admission Index: A target size for the freshman class is established, including the number assigned to international and domestic nonresidents. Applicants are rank ordered by AI within two groups, resident and nonresident. The top two-thirds of the ranked resident applicants are offered admission without further review, and the lower one-third of the applicants are evaluated through a supplemental admission review process. Last year 2,800 of 8,314 eligible resident applicants were reviewed through the supplemental process. The goal is to admit about 50% of the applicants evaluated through supplemental review. If the number of applications increases relative to the number of enrollment spaces available it will be necessary to increase the proportion reviewed through supplemental review to ensure that one-half of those reviewed are offered admission. The cut-off AI for tier one admission in 2000 was 67, which predicts a first-year GPA of 3.03. Various combinations of grades and test scores yield the same Admission Index. A grade-point average of 3.65 with a 980 SAT score yields an AI of 67 as does a 3.5 and SAT 1150. Nonresident applicants are reviewed through a similar process with the proportion reviewed through supplemental review dependent on the number of applications received and the enrollment target.

Admission based on Supplemental Factors: The lower one-third of the resident freshman applicants, for autumn 2000 those in the AI range of 28-66, are evaluated for admission considering both academic and personal supplemental factors. Academic factors include GPA, test scores, curriculum rigor, grade trend, senior-year courses, honors and awards, essay quality and the high school's grading practice. Personal factors considered include family income and educational background, cultural awareness, personal adversity, leadership and community service, and the degree of family-poverty found within the student's high school. Students are accepted for admission based on the intersection of their academic and personal scores. Identifying students with a broad range of life experiences helps to create a learning environment in our classes that enriches the learning of all students. Consistent with state law, race, sex, ethnicity, color or national origin are not used as supplemental factors.

C. How successful were our admission practices in creating an academically excellent freshman class?

We were quite successful in attracting academically well-prepared students. The average high school grade point of our autumn 2000 freshman class was 3.64 with a 1162 SAT score. As the college age population continues to increase over the next ten years, admission to the University will become even more competitive and we can expect the academic excellence of our students will continue to rise. We have then, a strong foundation on which to build.

Our future objective should be no less than to attract a student body motivated and prepared to take full advantage of the special opportunities available at our research intense university. To that end there are two strategies and some specific steps that can be taken to make the University of Washington the school of choice for the most academically distinguished students.

#1. Strategy of Choice

Increase the number of exceptionally prepared students who apply to the University of Washington. There are two actions that can be taken immediately.

a. Extend our outreach to high schools in the State of Washington to clarify the unique educational opportunities available to undergraduates at the University. Identify top students early, connect them with people and programs in their proposed fields of study, and actively encourage them to apply to the University.

b. Select a larger proportion of our students from the national population with an emphasis on those with outstanding academic records or unique backgrounds. This would require extending our outreach nationally and more vigorously presenting the unique opportunities at the University of Washington to a national pool of outstanding students.

#2. Strategy of Competitive Excellence

Increase the number of exceptionally motivated and prepared students who accept our offer of admittance and enroll in the University. The most accomplished students typically have offers not only from the University but from many of the most excellent public and private schools in the nation. To compete for these students requires special effort on our part and the ability to offer students the help, programs and financial support they need to excel. There are three actions that can be taken immediately.

a. Increase the number of scholarships available to academically outstanding students.

b. Offer a larger number of top students admission to the Honors program. This will require continuing with our plans to approximately double the size of the Honors program over the next two years.

c. Offer a larger number of top students direct freshman admission into our most competitive programs. The College of Business Administration and the Department of Computer Science and Engineering have both experimented with this approach and have

been successful in competing with the best private schools for the most prepared students. We should more fully develop this program and extend it more broadly across the University.

D. How successful were our admission practices in creating a diverse freshman class?

Our admission practices have been less successful in producing as racially and ethnically diverse a student body as we believe to be educationally desirable. In fact, the diversity of our freshman class has declined since the passage of Initiative 200, which eliminated the use of race in admission decisions. With the decline in diversity we fail to provide opportunity to all groups of Washington citizens and have lost some of the rich mixture of life experiences and points of view necessary for the best learning environment for all students.

The decline in minority enrollment at the University has been carefully studied by Professor Charles Hirschman, Professor of Sociology and a specialist in demography. He compared freshman enrollments in 1998, the year before passage of I 200 with the freshman classes of 1999 and 2000. To quote from the Hirschman report:

“As the overall size of the UW freshman class has increased by about 20 percent from 1998 to 2000, the relative numbers (and even the absolute numbers) of black, Hispanic, and American Indian students have declined. In 1998, 360 freshmen (or 8.9 percent of the freshman class) were under-represented minorities (black, Hispanic, and American Indian); by 2000, the number was only 272 (or 5.2 percent of the freshman class). There was a modest recovery of minority enrollments in 2000 relative to 1999, but the absolute numbers are very small. For example, the numbers of black freshmen dropped from 121 in 1998 to 81 in 1999, and then rose to 105 in 2000” (pp. 2, Report in appendix).

What accounts for the decline in diversity within our freshman class? As we know, the freshman class is a result of three separate processes: Who applies to the University for admission; the selection of students from the pool of applicants; our ability to enroll the students to whom we offer admission.

The Task Force has examined each of these processes and offers the following observations and strategies for improvement.

- ➔ **The Selection Process:** The decline in diversity is not primarily due to the way in which we select students from the pool of applicants. This is both surprising and gratifying. It was generally assumed that with the elimination of affirmative action we would not be successful in identifying those students that add diversity. In fact, the use of supplemental factors in selecting the final third of the freshman class has proven to be quite effective in identifying students who bring varied forms of diversity to our University. Factors such as experience with diversity,

overcoming hardship, school background when used in combination do indeed select a diverse set of students.

The Task Force wants to emphasize that after careful analysis and deliberation we were not able to identify any ways of improving the use of supplemental factors in the selection process. We commend the Registrar for his dedication to our enrollment goals, creativity in the use of supplemental factors and openness to continued improvement.

Looking ahead, however, we recognize that the use of supplemental factors in admission decisions is a new and imperfect practice. Each year we will learn more about the multiple effects of supplemental factors. There is room for future improvement and experimentation. To that end we recommend the following strategies:

#3. Strategy of Continued Improvement

The use of supplemental factors in admission decisions should be continued and held open to modification as experience shows what factors have the greatest effect on shaping the diversity of the student body. Faculty and administrators should review the effectiveness of supplemental factors each year and offer suggestions for possible improvements.

➔ **The Application Process:** The most important factor limiting our success in creating a diverse freshman class is the pool of students who actually apply to the University. This is particularly true for African American, Hispanic and American Indian students. To quote again from the Hirschman Report:

“High school seniors among the under-represented minority groups (blacks, Hispanics, and American Indians) are less likely to apply to the UW than are white high school seniors. These differences are fairly modest in absolute terms (2-3 percentage points), but significant (and consequential) in relative terms, as we shall see shortly. Most importantly there was a drop-off in the percentages of black, Hispanic, and American Indian high school students who applied to the UW in 1999 relative to 1998 (there was a slight increase in the application rate for black students in 2000, but still behind the 1998 level). It seems there was a significant “discouragement” effect on minority student applications to the UW following the passage of I-200.” (pp. 2 Report in appendix)

We cannot select students who have not applied. The cause of low application to the UW is complex involving students' perception of the University, their level of academic preparation, motivation and ability to pay for college. Without a significant increase in the number of minority students who are prepared and motivated to seek entry into the University we will not succeed in achieving our goal of an excellent and diverse student body. We know that the deep changes necessary to increase the participation of minorities in higher education are difficult, expensive and require sustained effort. In this spirit we offer the following strategy:

#4. Strategy of Outreach

The strategy of outreach involves an increase in our involvement in K-12. The University's involvement must be as broad based as the causes of low minority participation and include: professional development for teachers, curricular change, tutoring and mentoring programs for students, and an active presence of faculty, staff and University students in K-12 schools. The University already has a very wide array of programs in K-12 throughout the state. We should build on this record of success and expand our efforts to the greatest extent possible.

Targeted outreach should also be part of our overall strategy. Partnerships should be expanded with under-represented communities across the state. We note that many schools across the state with large populations of minorities do not apply in significant numbers to the University. In addition, rural regions of the state have suffered from low rates of participation in higher education for generations. To break this cycle will require new programs aimed not only at schools but whole communities.

➔ **The Yield Process:** The second most important limiting factor in attracting a diverse student body is our ability to enroll minority students who have been accepted into the University. All students selected through regular admission have a high probability of succeeding in college. Such students typically apply and gain admittance to several schools. Often we lose the students we want because of inability to offer competitive financial support. Our most grievous losses are failures to compete for that group of students who are both minorities and academically superior. There is a clear strategy for correcting this problem:

#5. Strategy of Best Choice

This strategy is based on making the University the very best choice for under-represented minorities. The greatest need of these students is financial. We recommend efforts be undertaken to significantly increase the number of scholarships to students with a diverse background. Beyond that the University should demonstrate its commitment to the academic success of these students through personal contact during the decision-making period, the development of tutorial and mentoring programs, and the maintenance of a supportive campus climate.

#6. Strategy of a Supportive Campus Climate

It is of the first importance that once students enter the University they experience a campus climate that is welcoming, inclusive, and supportive. The best messenger for the University is a student who enrolls and finds a social climate supportive of diversity, an academic program in which the study of diversity is a central theme, a respectful and caring faculty, and a support system that ensures progress to graduation. Specific suggestions for ensuring such a climate can be found in the report of the Task Force on Diversity.

III. TRANSFER ADMISSIONS PRACTICES

A. Transfer students are important to UW Seattle.

Undergraduate transfer students represent about one-third of the University's undergraduate enrollment; and about one-half of the bachelor's degrees are awarded to transfers. Most enter autumn quarter but unlike freshmen, transfer students also apply in significant numbers for winter and spring. About 2,000 new transfer students enroll each fall, with 500 to 700 enrolling in winter and spring quarters. Community college transfers accounted for 1,420 of the 1,925 transfer students entering autumn 2000.

B. Transfer admissions criteria.

The University of Washington has agreed with the Higher Education Coordinating Board, and the State Board for Community and Technical Colleges, to give resident community college transfer students with an Associate of Arts or Sciences transfer degree the highest transfer admission priority. This agreement assures transfers with a 2.75 or better GPA that they will be admitted to UW if they transfer upon receipt of their AA degree. This agreement is known as the Direct Transfer Agreement or the DTA. If space limitations restrict our ability to admit all qualified applicants in a given quarter we may place students on a numbered priority list for admission the following quarter. The University, with a two-year notice, may increase the grade-point minimum from 2.75 if there is not space to accommodate all DTA eligible students.

Transfer students do not have to wait until they have earned an AA degree to transfer. Students may apply anytime, and if they have a competitive GPA they will be admitted. Non-DTA admission decisions are based on grades and test scores except applicants with 75 or more credits and GPAs of 3.0 or higher can be considered on grades alone. Non-DTA transfers are typically expected to have GPAs in the 3.2 to 3.5 range depending on the quarter and space availability. Non-resident transfers are held to a higher standard than are residents. The proposed transfer admission policy eliminates an admission test when 40 credits or more have been earned in a diverse curriculum.

Applicants not competitive on the basis of grades or grades and test scores are referred to a supplemental review process similar to that employed for freshmen. At least two readers review the file considering the student's preparation for the intended major and the likelihood that the student will graduate based on past enrollment history. Personal factors such as family income, first-generation college, adversity, leadership, community service and work experience, and cultural awareness are also considered. Academic and personal factors are plotted on a grid and the intersection of these evaluations determines admission.

#7. Strategy of Readiness

To ensure that transfer students are prepared for upper division study, the UW should take the following actions:

- a. Take statewide leadership role in articulation of community college and university curriculums.
- b. Encourage development of community college degrees similar to the new Associate of Science degree to better prepare transfer students for university courses.
- c. Consider transfer from community college directly into majors at the University as a mechanism for achieving more seamless education.
- d. Deepen ties with all community colleges, especially those which enroll larger numbers of under-represented minorities.
- e. Expand the University's shared adviser program which provides direct assistance to students eligible to attend the University of Washington.

IV. SPECIAL ADMISSION PRACTICES

Special admission practices are approved by the Committee on Admissions and Academic Standards. This authority will be transferred to the Faculty Council on Academic Standards if proposed changes to the admission policy are accepted by the Faculty. The Committee has authorized up to 2% of the entering freshman class or 100, which ever is greater, to be available for student-athletes entering as either freshmen or transfers during the academic year. The committee has also authorized the Office of Admissions to use 30 places a year to assist academic departments seeking to enroll students with special talents. These places have typically been most useful in the performing arts. Individual students may also petition for special admission consideration based on their personal circumstances.

V. SPECIAL ADMISSION: A PROPOSED EXPERIMENT

One of the most important educational challenges facing the state is increasing the participation rate of groups of citizens who have traditionally been left out of higher education. A related challenge for the University is achieving a diverse student body essential for educating all students in an increasingly multi-cultural society and interdependent world. To reach these related goals requires bold steps and careful experimentation.

Higher Education Coordinating Board policy stipulates that applicants must provide scores on either the SAT or ACT for routine admission. To enhance diversity and participation in special programs, however, the Board has recently instituted new admission regulations that permit institutions to admit up to 15% of their freshman class through special admission without the test and with limited core course deficiencies. This new policy recognizes that significant numbers of high school graduates do not take the SAT or ACT and are thus ineligible for admission. Lack of admission scores is particularly evident among under-represented minorities including African Americans, Hispanics and Native Americans. Failure to take admission tests might well be associated with low socioeconomic status and a related cluster of factors such as poor schools, lack of support or counseling, reduced aspirations or perceived inability to pay for college. Among these high school graduates are those who have the motivation to try and with extra encouragement and help, the ability to succeed.

The Task Force proposes that the University of Washington support the HECB effort to enhance diversity by establishing an experimental program for students who show promise but would not otherwise pass through our standard admission process because, for example, they have not taken the SAT. While we cannot design such a program in this report we recognize that it should have the following features:

- A mechanism must be put in place to identify those students who have the motivation and potential to succeed at the University, even though they don't have the standard qualifications. Such students might be identified through collaboration with high school administrators, teachers or counselors, or through the University's considerable outreach efforts in K-12 schools. New efforts should be undertaken to establish close ties with community-based organizations in order to identify and recruit students with the potential to succeed at the University.
- To ensure that these students are prepared for college level work an intensive summer preparatory program would be established. Success in the summer program could be a requirement for enrollment into the University. The Office of Minority Affairs has a long and distinguished record of success in helping students meet the academic demands of the University and could be called upon to help design and staff such a program.
- An evaluation plan would be developed that measured the effectiveness of the preparatory program and tracked the academic success of students. A faculty committee would be established to review information gained from the evaluations and make recommendations concerning the future status of the program.

VI. EFFECTS OF ADMISSION PRACTICES BEYOND THE UNIVERSITY

The University of Washington's admission practices have a powerful effect on all of the other institutions of higher education in the state. We have already reached the point where we deny admission to many qualified students who have a high probability of succeeding at the University. It is important that these students find a place in another public or private college or university. To better meet the needs of students and serve the larger goals of the state we recommend that the University follow a strategy of active collaboration with other institutions to insure the placement of all qualified students.

#8. Strategy of Inter Institutional Collaboration

This strategy is merely a continuation and expansion of a wide range of efforts already underway to insure that all qualified students find a place in higher education. Such activities include ensuring smooth transfer from community colleges into the University, coordination of programs with other four-year institutions, and collaborating with the HECB in its effort to create a better distribution of students across our state institutions. In particular we suggest that the University actively pursue collaborative recruitment efforts with other state colleges and universities, particularly those that have space for additional students.

VII. DRAFT OF LEGISLATION TO CHANGE FACULTY CODE

Proposed

PART III: Scholastic Regulations

Chapter 1

ADMISSION

[Provisions governing enrollment and registration are included in [Chapter 2](#).]

Section 1. Policy Statement on Admission

As a prominent institution of higher education with a special obligation to serve the state, region, and nation, the University of Washington seeks to provide its students the best possible educational programs and opportunities. Toward this end, the Board of Regents, through the University faculty, has adopted a selective admission process with the objective of attracting students who demonstrate the strongest prospects for success in the academic environment of a research university. Equally important, the process of admission is mindful of society's need for highly trained individuals from all sectors of the population, and of the benefits to the University's educational programs which derive from diversity in its student body; these are addressed in part through the University's affirmative action and admission programs. The overall goals of the admission program are to secure the entrance to the University of those students whose academic background and other qualifications indicate their educational promise.

To satisfy this program, the Board of Regents hereby states that it is the policy of the Board that the University of Washington admit those students deemed best able to contribute to and benefit from the educational programs and opportunities offered at the University. An important and essential component of any educational program is the exchange of information and life experiences through a diverse student body, with representatives from all cultural backgrounds given opportunity at participation. Students educate each other, in the classroom and in many informal settings; they challenge one another's assumptions, they broaden one another's range of experience, and they teach one another to see the world from varied perspectives.

We therefore direct the President, in conjunction with the Faculty of the University, to ensure that the University's undergraduate admission program supports the objectives stated in this policy, in all ways consistent with the laws of the state of Washington and the federal government.

We further direct the President, through the deans in conjunction with their college faculties, to ensure that the graduate and professional school admission programs support the objectives stated in this policy.

Section 2. Preliminary Statements and Definitions

- A. The Faculty Council on Academic Standards is responsible for the interpretation of this policy and approval of admission procedures governing the admission of undergraduate students.
- B. The Provost will allocate the number of places available for new freshmen, transfers, postbaccalaureate, resident, nonresident and international enrollees.
- C. Undergraduate application process.

1. A freshman or transfer applicant for admission shall be required to submit an application that includes an official transcript of his or her record in high school and each college or university attended and, when required, scores on acceptable admission examinations and evidence of honorable dismissal from the institution last attended.

2. An applicant for admission to postbaccalaureate study must provide an official transcript of his or her record at each college or university attended, and when required evidence of honorable dismissal from the institution last attended.

Failure to submit complete credentials, as indicated in C.1.and 2. above will be considered a serious breach of honor and may result in a denial of the student's application, or if discovered after enrollment dismissal from the University.

- D. For purposes of admission, an applicant's scholastic achievement in secondary and post-secondary institutions shall be expressed by a grade-point average computed on a 4.00 scale.
- E. A matriculated student is one who has been admitted into one of the University's schools or colleges to pursue a program of study that normally leads to a degree or professional certificate.
- F. A non-matriculated student is one whose educational objective does not include a University of Washington degree or professional certificate. Permission to enroll as a non-matriculated student implies no commitment on the part of the University for subsequent admission as a matriculated student.

Section 3. Admission to Undergraduate Standing (Washington Residents)

- A. Undergraduate programs offered by the University lead to a bachelor's degree; students may therefore be admitted when, in the judgment of the University, they appear qualified to pursue a degree program with a reasonable likelihood of success.
- B. Admission to the University is competitive, which means there are more qualified applicants than can be admitted. Admission consideration is assured when the applicant fulfills either of the two procedures (1 or 2) described below.
 - 1. The University shall consider for routine admission any applicant who meets the following minimum standards:
 - a. Completion of a college preparatory program to include the following high school courses:
 - 4 course years of English;
 - 2 course years of a single foreign language;
 - 3 course years of mathematics: algebra, geometry, and preferably trigonometry; a fourth year of mathematical analysis or calculus is recommended for students preparing for majors in the sciences or engineering.
 - 2 course years of science including one laboratory science;

3 course years of social studies;
1/2 course year of the fine or performing arts;
1/2 course year of electives taken from the above areas.

Total 15 course years of college preparatory study.

(S-B 137, June 1981; S-B 150, March 9, 1990; both with Presidential approval)

- b. A scholastic record that meets the Higher Education Coordinating Board's minimum standards for routine admission, or a higher standard specified by the University.
 - c. Submission of scores on an acceptable admission examination unless the applicant has earned at least 40 transferable quarter-credits after high school graduation. Such credits should be reasonably distributed across the curriculum.
2. Students may also be considered under the terms of "direct transfer agreements" between the University and individual community colleges of the state of Washington, provided that they satisfy the mathematics and foreign language subject criteria in Subsection 1.a above, or the equivalent, in addition to the general education requirements of the Associate of Arts or Sciences degree.
- C. The University in its discretion may consider applicants for non-routine admission who do not meet the above requirements, but are able to submit additional evidence supportive of sufficient promise of benefiting from or contributing to the University's undergraduate programs. Admission test scores may be waived by the Office of Admission when the applicant's high school and/or college scholastic records indicate a high probability of academic success.

- D. Denied applicants may request a second review of their admission file if they believe an error or omission has occurred. All supportive documentation should be filed with the initial application. Late documents will ordinarily not be considered after the initial decision has been made.
- E. Non-matriculated students may be enrolled for credit on a space available basis to pursue limited academic objectives, but they are not admitted to a degree program or to a department, school, or college of the University. Non-matriculated students subsequently admitted in matriculated status must complete at least 45 credits in matriculated status to qualify for a degree.
- F. Duplication of Credit. A student may not receive University credit for repetition of work at the same or at a more elementary level, if credit has been granted in an earlier course. This rule applies whether the earlier course was taken in high school or college, and whether, in the latter case, course numbers are or are not duplicated, except that when continuation of previous study is involved (e.g., foreign language), proper placement for credit in University courses shall be determined by the department that presents the subject.

S-B 78, April 1958; S-B 81, May 1960; S-B 88, May 1962; S-B 127, December 1976; S-B 129, June 1977; S-B 132, March 1979: all with Presidential approval; HB, 1946; AI, August 1981. Rev. October 3, 1983.

Section 4. Admission to Postbaccalaureate Study in an Undergraduate College

- A. A student holding a bachelor's degree from an accredited institution may be admitted to one of the undergraduate colleges as a postbaccalaureate student to pursue a program leading to a second bachelor's degree, or another appropriate educational objective.
- B. An applicant's educational goals, scholastic record and work experience are the primary criteria for admission. Approval of the department concerned and, ordinarily, a grade-point average of at least 2.50 in the junior and senior years of the undergraduate program are required for admission.

C. Postbaccalaureate students are not admitted to the Graduate School and ordinarily may not register for courses numbered 500 and above. Courses completed while in postbaccalaureate status normally may not be applied to an advanced degree in the Graduate School.

S-B 90, April 1963; S-B 96, April 1966; S-B 127, December 1976; S-B 129, June 1977: all with Presidential approval. Rev. October 3, 1983.

Section 5. Admission of Nonresidents

A. The University of Washington recognizes the academic and educational benefits to be derived from a geographically diverse student body. In order that the University will be able to meet its primary obligation to residents of the State, the admission requirements for out-of-state applicants are more selective than for resident students, generally requiring higher academic accomplishment. Nonresident sons and daughters of University of Washington alumni, however, are admitted according to resident standards, although they are required to pay the regular nonresident tuition fees.

B. A small number of undergraduates from other countries will be admitted each year, in Summer and Autumn quarters only. Admission offers will be extended to those with the highest qualifications from each country, and all will have demonstrated English language competency through satisfactory performance on prescribed tests.

BR, January 1964; S-B 127, December 1976; S-B 129, June 1977: all with Presidential approval. Rev. October 3, 1983.

Section 6. Acceptance of Transfer Credit

A. The University of Washington reserves the right to accept or reject credits earned at other collegiate institutions. In general, it shall be the University's policy to accept credits earned at institutions fully accredited by their respective regional accrediting associations, provided that such credits have been acquired through university-level courses appropriate to the student's degree-curriculum at the University of Washington.

B. The University of Washington will accept in transfer no more than 90 credits earned at a two-year community college.

C. Special examination(s) as defined in Chapter 5, Credit by Examination, shall be required to determine the number of credits to be accepted toward the bachelor's degree for independent study, for work with private teachers, and for work done in unaccredited institutions, except as provided in Subsection D below.

D. Credits earned by a student at an unaccredited institution may be validated by means other than a written examination if the chairperson of the concerned department(s) so decides.

Validation of credit without examinations is restricted and subject to the same provisions as validation by examination as defined in Chapter 5, Credit by Examination, Section 1, Subsections B, C, D, E, F, and G. Validated credit will be accepted toward the bachelor's degree on the same basis as credits earned by examinations.

E. Transfer credits shall be accepted for upper-division credit only when earned at an accredited four-year degree-granting institution.

F. Credit may be granted for courses completed in Armed Forces training schools on terms and subject to the limitations set forth in Chapter 8.

S-B 96, April 1966; S-B 127, December 1976; S-B 129, June 1977: all with Presidential approval.

Rev. October 3, 1983.