

## Utah

Utah State Board of Regents  
Kimberly Henrie  
60 South 400 West  
Salt Lake City, UT 84101.  
Email: [khenrie@utahsbr.edu](mailto:khenrie@utahsbr.edu)

- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?  
**Utah has established a “K-16” Alliance. This is a joint effort among the Utah State System of Higher Education, Utah State Office of Education, the Governor’s Office, and the Utah Partnership.**
  - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?  
**The Utah K-16 Alliance does not have its own website designed to explicitly help potential students locate an appropriate college of university to attend, however the Utah System of Higher Education has information regarding the public colleges and universities, please see web site at: <http://www.utahsbr.edu/> as well as a link to the Utah Mentor at the web site: <http://www.utahmentor.org/> which is a tool for students interested in attending college in Utah.**
  
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?  
**There has not been a mandated or recommended college preparatory curriculum put in place in the state’s public high schools. However in 2006, the public education system did increase graduation requirements to include additional math and English requirements.**  
  
**There is a suggested college preparatory curriculum that the Utah System of Higher Education is trying to encourage public schools and students to participate found within the State Scholar Initiative.**
  
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”  
**At this time, the State Board of Regents has used the high school required core curriculum in establishing the minimum college admission requirements as found in Regent Policy R461. Please see web site at: <http://www.utahsbr.edu/policy/r461.htm>. The state of Utah is also looking at other “college readiness” benchmarks such as the use of the ACT benchmark scores as a tool to measure college readiness.**

### **4.3. High school course requirements**

**4.3.1. List of Courses** - Ultimately, the four USHE universities shall use the same list of high school courses (with the exception of foreign language for the UofU), with the

teaching/research universities requiring students to have completed the high school courses prior to admission and the metropolitan/regional universities strongly recommending completion of the courses. Sections 4.3.3 through 4.3.6 should enable each university to develop and implement high school course requirements for that institution.

Four years of English -- emphasizing composition and literature

Two years of Mathematics -- selected from geometry, intermediate algebra, trigonometry, college or advanced algebra, or calculus

Two years of Biological/Physical Science -- including one laboratory experience

One year of American History -- processes and structure of democratic governance

Two years of foreign language -- the same language taken during grades seven through twelve

Four years of additional courses -- from at least two of the following: history, English, mathematics beyond intermediate algebra, laboratory science, foreign language, social science, and fine arts

**4.3.2. Conditional Admission** - A freshman applicant who does not meet the course requirements for admission but who has an ACT or SAT score in the upper half of the Utah college-bound population may be admitted on the condition that the course deficiency is fulfilled during the applicant's freshman year.

**4.3.3. Universities** - U of U and USU shall each require its respective list of courses, including three math courses selected from a common list and three science courses. WSU and SUU shall strongly recommend a similar list of courses.

**4.3.6. Community Colleges** - Community colleges shall strongly recommend that students take full advantage of their high school curricula in order to diminish the need for remedial courses in college. Furthermore, students planning to transfer to a university should take the same high school courses as recommended/required for the respective university. Also, students planning to study in the vocational education and applied technology fields should take as many math, science, English and computer science courses as possible to prepare themselves for increasingly technical training required in these fields.

**4.4. Interdisciplinary Curricula** - Interdisciplinary curricula, developed in high schools shall be articulated with the above course requirements so as not to disadvantage students graduating from such high schools.

- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?

Yes - Higher education and public education have partnered to encourage students to participate in concurrent enrollment courses where the student receives both high school and college credit for the course.

In addition to concurrent enrollment, the state of Utah has a scholarship program called the New Century Scholarship. If a high school student completes the requirements for an associate's degree or a defined rigorous math and science curriculum before they graduate from high school, these students are offered a tuition scholarship to the one of the Utah

public 4 year colleges/universities that will cover 75% of the total tuition cost to complete the remaining 60 credit hours to obtain their bachelor's degree.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own?  
Currently there is not a statewide policy that governs placement into college-level courses/remedial courses. This is done at the institutional level.
- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?  
In 2004 the Utah State Legislature passed a law regarding the transferability of undergraduate lower division coursework that must be transferable to all public institutions. Please see web site <http://le.utah.gov/~code/TITLE53B/htm/53B15006.htm>

**53B-16-105. Common course numbering -- Credit by examination -- Transferability of credits -- Policies.**

- (1) The board shall:
- (a) facilitate articulation and the seamless transfer of courses within the state system of higher education;
  - (b) provide for the efficient and effective progression and transfer of students within the state system of higher education;
  - (c) avoid the unnecessary duplication of courses; and
  - (d) allow students to proceed toward their educational objectives as rapidly as their circumstances permit.
- (2) The board shall develop, coordinate, and maintain a transfer and articulation system within the state system of higher education that:
- (a) maintains a course numbering system that assigns common numbers to specified courses of similar level with similar curricular content, rigor, and standards;
  - (b) allows students to transfer courses among institutions of higher education to meet requirements for general education and lower division courses that transfer to baccalaureate majors;
  - (c) improves program planning;
  - (d) increases communications and coordination between institutions of higher education; and
  - (e) facilitates student acceleration and the transfer of students and credits between institutions.
- (3) (a) The board shall identify general education courses in the humanities, social sciences, arts, physical sciences, and life sciences with uniform prefixes and common course numbers.
- (b) All institutions of higher education shall accept the courses described under Subsection (3)(a) toward filling specific area requirements for general education or lower division courses that transfer to baccalaureate majors.
- (4) (a) The board shall identify common prerequisite courses and course substitutions for degree programs across all institutions of higher education.

(b) The commissioner shall appoint committees of faculty members from the institutions of higher education to recommend appropriate courses of similar content and numbering that will satisfy requirements for lower division courses that transfer to baccalaureate majors.

(c) All institutions of higher education shall accept the courses approved under Subsection (4)(a) toward filling graduation requirements.

(5) The board shall identify minimum scores and maximum credit for each:

- (a) College Level Examination Program (CLEP) general examination;
- (b) College Level Examination Program (CLEP) subject examination;
- (c) College Board advanced placement examination; and
- (d) other examination for credit.

(6) (a) Institutions of higher education shall award credit if competencies have been demonstrated by passing a challenge examination.

(b) Institutions of higher education shall award credit for the specific courses for which competency has been demonstrated by successfully passing a challenge examination described under Subsection (5)(a) unless the award of credit duplicates credit already awarded.

(7) The board shall establish policies to administer the policies and requirements under Subsections (2) through (6).

(8) The board shall include information demonstrating that institutions of higher education are complying with the provisions of this section and the policies established in accordance with Subsection (7) in the annual report of its activities to the governor and to the Legislature required under Section **53B-1-107**.

Enacted by Chapter 125, 2004 General Session

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The Utah State Board of Regents then crafted a statewide transfer and articulation policy R470 (please refer to <http://www.utahsbr.edu/policy/r470.htm>) this policy provides guidance regarding credits from all institutions and how the Utah public schools will address these relationships. There is not a policy or law in this place that requires the private institutions to participate. These articulation agreements are made at the institutional level.

- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?
- Yes – The transfer/articulation policy <http://www.utahsbr.edu/policy/r470.htm> defines the statewide transferable education requirement. The policy does name the actual courses and indicates how many credit hours must be obtained to complete the requirement. (Please refer to the policy excerpt shown below) USHE utilizes faculty work groups to address the specific competencies that must be addressed in each area, however there is not a system-wide test used to guarantee student progress, just the outlined curriculum as defined by the faculty work groups.

### **R470-3. General Education Policy**

General Education is defined as the intellectual and practical knowledge and skills required of students to communicate effectively, to employ quantitative and qualitative analysis in problem solving, to interpret and evaluate information, to work successfully within diverse groups and complex organizations, to adjust to and manage change, and to act with social responsibility, intellectual honesty, and ethical judgment.

The Board of Regents' policy is to assure there is consistency in the structure and core requirements of General Education programs at all USHE institutions, and that institutions will grant complete reciprocity for the General Education courses and programs completed at other USHE institutions.

**3.1. General Education Credit and Core Requirements-** To assure full value and reciprocity among all USHE institutions, the number of credits required in General Education for each institution shall range from at least 30 to 39 semester credits, including credits required in the core areas of composition, quantitative literacy, and American institutions. Institutions are encouraged to allow students who demonstrate competencies by other means to satisfy General Education requirements, such as through Advanced Placement tests.

Students must satisfy all of the following General Education core requirements, which will be included at all institutions:

**3.1.1. Composition** - Students shall be required to complete English 1010, Introduction to Writing (3 credits), and English 2010, Intermediate Writing (3 credits).

**3.1.2. Quantitative Literacy** - Students may satisfy this requirement by completing Mathematics 1030, Quantitative Literacy (3 credits), or Mathematics 1040, Statistics (3 credits), which have prerequisites of high school intermediate algebra or 2 years of high school algebra. Students may also satisfy the requirement by completing at least one institutionally approved mathematics course at the level of college algebra or which requires college algebra as a prerequisite.

**3.1.3. American Institutions** - Students may satisfy this requirement by completing one of the following courses: Economics 1740, United States Economic History, (3 credits); Political Science 1100, American Political Institutions (3 credits); or History 1700, American Civilization (3 credits). An interdisciplinary integrated course that satisfies comparable competencies may also satisfy the requirement. Some institutions may require a two course sequence in the areas of economics, political science, or history which satisfy comparable competencies.

**3.2. General Education Breadth Requirements beyond the Core** - In addition to completing all core requirements described in 3.1, students will be required to complete 18 to 27 credits beyond the General Education core. These courses shall be in the areas of fine arts, humanities, social and behavioral sciences, life sciences, physical sciences, and other areas deemed appropriate at individual USHE institutions. Outside the core requirements, USHE institutions are encouraged to establish unique course requirements, which reflect emphases of

the institutions, strengths of faculties, and the varying interests of students. Institutional General Education requirements may be accessed through the [www.utahsbr.edu](http://www.utahsbr.edu) Website.

**3.3. Substitution of Courses in Pre-Major Area for General Education**

**Requirements** - To encourage timely decisions by students to select pre-major areas while promoting educational breadth, institutions may allow students with declared pre-majors in areas listed in section 3.2 to substitute courses in their pre-major area for General Education requirements in that area. Students may achieve the required number of total General Education credits by completing additional coursework in other General Education areas. Transfer students who retain the same pre-major area will be allowed to maintain the substitution at the receiving institution and will not be required to complete additional General Education coursework in their major area.

**3.4. Similar Names, Common Numbers, and Equal Credits for General**

**Education Courses** - To facilitate articulation, General Education courses at USHE institutions that have essentially the same learning goals and similar content, rigor, and standards, should have similar names, common numbers, and equal credits. The Statewide Articulation Committee shall assure through institutional action that all courses satisfying General Education requirements at any USHE institution will be articulated to the fullest extent possible to satisfy comparable General Education requirements at all other USHE institutions.

**3.5. General Education Common Competencies/Learning Goals** - To support efforts to assess the results of General Education instruction, common competencies/learning goals underlying General Education areas shall be identified by the General Education Task Force, under the direction of the Chief Academic Officers. These competencies/learning goals will be utilized at all USHE institutions. All General Education courses will be expected to address the identified competencies/learning goals.

- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?

Regent policy is to assure that there is consistency in the structure and core requirements of General Education programs at all USHE institutions, and that institutions will grant complete reciprocity for the General Education courses and programs completed at other USHE institutions. (This would include students attending community colleges that transfer to the 4 year schools in the state.) <http://www.utahsbr.edu/policy/r470.htm>. Regent policy R461 (<http://www.utahsbr.edu/policy/r461.htm>) also specifically outlines that a student completing and general education associate's degree is an automatic acceptance of the general education requirement having been met.

**4.7.3. Completion of Appropriate Associate Degree** - Community college students shall be strongly encouraged to complete an appropriate associate degree prior to transferring to a university. Typically, the Associate of Applied Science Degree is not considered a transfer degree unless specified by the receiving university. An advantage of the completion of the associate degree is the

automatic acceptance of the general education requirement having been met. By Fall 1993, the System shall study and bring a recommendation to the Board of Regents as to whether or not a "probationary quarter" should be required of transfer students.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

The law passed in 2005 <http://le.utah.gov/~code/TITLE53B/htm/53B15006.htm> and Regent policy R470 <http://www.utahsbr.edu/policy/r470.htm> indicates that yes American History at a community college would count for the same American History course at a four year school.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

Yes – Students may use AP tests, CLEP tests, or other credit by examinations that allow the student to accelerate progress toward a degree. This information is found in Regent policy R470 <http://www.utahsbr.edu/policy/r470.htm>.

#### **R470-9. Credit by Examination Policy**

The Board of Regents accepts as valid the concept of credit by examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, and the need for appropriate articulation agreements among state institutions, the following specific policies shall apply.

**9.1. Examinations That Replace Specific Coursework** - Individual departments should consult with Major Committees and/or equivalent departments at sister institutions to establish consistent and acceptable application of the following examination instruments.

**9.1.1. Departmentally Devised Examinations** - Each department should determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate examinations upon the request of students.

**9.1.2. External Standardized Examinations** - External standardized examinations should be evaluated by individual departments as they become available to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

**9.1.2.1. Advanced Placement Examinations** - The following policies for the awarding of credit for Advanced Placement have been determined by a statewide committee with representatives from all USHE institutions:

**9.1.2.1.1.** Scores of 3, 4, or 5 should receive a maximum of up to 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full year course, or a maximum of 4 semester hours of credit for a half year course.

**9.1.2.1.2.** A score of 2 should be evaluated by the department to determine what, if any, credit should be awarded.

**9.1.2.1.3.** A score of 1 should receive no credit.

**9.1.2.2. CLEP Examination** - CLEP General Examination credit should be recognized and a standard should be set based on the recommendation of the Statewide Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution has the autonomy to award credit as it sees fit; however, the following guidelines are for awarding General Education credit.

**9.1.2.2.1. Composition** - The Freshman College Composition with Essay exam will satisfy the Introduction to Writing requirement.

**9.1.2.2.2. Quantitative Literacy** - College Algebra Subject exam or the Calculus Subject exam will satisfy the Quantitative Literacy requirement.

**9.1.2.2.3. American Institutions** - The American Government Subject exam will satisfy the American Institutions requirement.

**9.1.2.2.4. Life Science** - The Biology Subject exam will satisfy the Life Science requirement.

**9.1.2.2.5. Physical Science** - The Chemistry Subject exam will satisfy the Physical Science requirement.

**9.1.2.2.6. Humanities** - The Analyzing and Interpreting Literature with Essay exam will satisfy the Humanities requirement.

**9.1.2.2.7. Social and Behavioral Sciences** - The Introductory Psychology or Introductory Sociology exams will satisfy the Social and Behavioral Sciences requirement.

**9.1.2.2.8. Other General Education** - Other General Education credit may be awarded as determined by each institution.

**9.1.3. International Baccalaureate** - Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

**9.2. Allowable Credit** - Institutional limits may be imposed on General Education. Institutional limits may also be imposed on departmentally devised or standardized subject area examinations.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

Currently there are two options for Utah students to participate in. Each USHE institution offers online courses that allow a student to move through their coursework more conveniently than through attendance. There is also the Utah Electronic College which is a consortium of the public higher education institutions that helps students find online courses across the state that help to meet their degree requirements.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do “one-stop shopping” for electronic courses?

The Utah Electronic College <http://www.uec.org/> provides access to an on-line catalog of electronic courses. This however is not inclusive of all on-line course options.

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

Currently there are no incentives in place for institutions to improve degree production or graduation rates; however this is a prominent discussion topic for Legislators, Board of Regent members and higher education officials.

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

Currently there are no incentives from the state for students who successfully complete their degrees. The Board of Regents does have a policy R510 though that would provide a financial disincentive for students to take more than 135% of the credits required for completion of the student's program of study. Please see web site at: <http://www.utahsbr.edu/policy/r510.htm>

**4.15. Tuition Surcharge for Excess Credit Hours** - Beginning not later than January 2003, Tuition for credit hours in excess of 135% of the credits required for completion of a student's program of study, excluding credit hours earned through concurrent enrollment, advanced placement, and credit by examination, shall be charged at the full cost of instruction unless the institution determines that the student should be exempt from this surcharge because:

**4.15.1.** the credits are necessary for the student to complete the student's program of study; and

**4.15.1.1.** the excess credits are a result of circumstances where a substantial number of credits from a transferring institution could not be applied to the program of study;

**4.15.1.2.** the excess credits are the result of a reasonable enhancement of the student's major by the addition of a minor or emphasis to the program of study; or

**4.15.1.3.** the excess credits are the result of a re-entry into the educational system by a student who may have accumulated a large number of credits, or even completed degrees, but where employment requirements obligate his or her return to college.