Academic Affairs Policy Statement No. 9

Establishing or Changing the Entrance Requirements or High-Demand Status of an Undergraduate Major

1. References

  i.   Statutes of the University of Georgia, May 1988, p. 13-14.
 ii.   The University of Georgia Faculty Handbook, 1992, p. 7.
iii.   Bylaws of the University Council of the University of Georgia, 1989, p. 3-6.
 iv.   Academic Affairs Handbook, University System of Georgia, Section 3.09.
  v.   Policy Manual of the Board of Regents, University System of Georgia, Section 402.12.

2. Policy

The University of Georgia recognizes as a general principle that students in good standing—whether students continuing at the University of Georgia or transfer students—should be allowed access to the major of their choice. Exceptions to this principle may be approved under one of two conditions. The first is when the educational resources and number of faculty are insufficient to provide a quality learning environment to all who wish to enroll. The second is when completion of the degree requires special skills or abilities, or satisfactory completions of required courses are demonstrably necessary for successful completion of the major.

a. <u>Entrance Requirements</u>
The operating policy has been developed in order to delineate the procedures and criteria applicable to requests for exception to the institutional principle of open access to all students in good standing. Each department, school, or college requesting an exception must fully justify the need for it and explain why the proposed entrance requirements are necessary to enhance the quality of education or assure greater likelihood of student success in completing the degree.

The intent of the procedures and criteria is to assure that proposals to limit entry to majors (a) receive appropriate review at the school/college level, (b) are appropriate and fair, and (c) are evaluated for their potential effects on other programs.

b. <u>High-Demand Major Status</u>
The high-demand major is one which receives or expects to receive more applications for the major from fully qualified undergraduate students than the program can accommodate without endangering the quality of instruction offered.

The intent of the procedures and criteria is to assure that high-demand majors are identified (a) after appropriate review at the school/college level, (b) are appropriate and fair to students seeking the major, and (c) are assessed for their potential effect on other programs.

3. Procedure

Proposals to establish/change entrance requirements, establish high-demand major status, or change high-demand criteria should be routed through the following approval sequence:

a. Faculty of the academic unit proposing the entrance requirements
b. Department Head of academic unit proposing the entrance requirements
c. Dean of academic unit proposing the entrance requirements
d. Head(s) of academic units impacted by entrance requirements (for information)
e. Office of Instruction (for review)
f. Senior Vice President for Academic Affairs and Provost
g. University Curriculum Committee

Each proposal must include a rationale justifying the need for such a requirement, an assessment of what effect the requirement will have on the major involved, and an estimate of anticipated effects on other majors within the University. The originating school/college should circulate the proposal to other pertinent schools/colleges for review and comments prior to submission to the University Curriculum Committee.

The proposal will be reviewed by the University Curriculum Committee. They will evaluate the proposal to assure that it satisfies the criteria associated with this policy and is consistent with Board of Regents policy.

All approved proposals will become effective subsequent to appearing in the *Bulletin.*

4. Evaluation Criteria
a. Entrance Requirements
  i. All proposed entrance requirements must be consistent with school/college, University, and University System regulations. A school/college may choose not to require any entrance requirements to the major if they wish.

  ii. The proposed entrance requirements must be supported by adequate academic justification. Some reasons which may be considered are as follows:

    1. Limits are required to maintain a high quality of instruction.
    2. There are limitations on physical facilities and resources, especially when special resources are required which cannot be augmented (e.g., laboratories or studios).
    3. Limits are required to maintain professional accreditation requirements.
    4. Special skills or abilities are required to complete major courses (e.g., performing arts such as dance, musical performance, or creative art).

  iii. The proposed entrance requirements must relate to the rationale for imposing those limits. Some examples of requirements which may be used are as follows:

    1. Overall GPA, either as a fixed value or a variable one dependent on the number of hours completed. It is preferable to have requirements more specific to the degree rather than just overall GPA.

2. Completion of certain prerequisites with a grade of C or better when such courses are demonstrably necessary to successfully complete the major.
3. Documentation of career goals.
4. Documentation of special skills or abilities which are necessary to successfully complete the major (e.g., performing skills in the performing arts).
5. Experiential prerequisites (such as a portfolio of in-school experiences for teacher preparation programs).

b. <u>High-Demand Major Status</u>

  i. Criteria for Creation of a High-Demand Major

The proposal must include adequate academic justification. The responsible program shall report its capacity for undergraduate students, along with the specific factors which constrain capacity. Some illustrative factors which may constrain capacity are listed below.

1. Limits are required to maintain a high quality of instruction.
2. Physical facilities and resources are limited, especially when specialized facilities cannot be augmented (such as laboratories or studios).
3. Limits are required by professional accreditation requirements.
4. Special skills or abilities are required to complete courses in the major (for example, performing arts such as dance, musical performance, or creative art), and the resources to impart such skills are limited.

  ii. Criteria for Selection of Students to Enter High-Demand Majors

Faculty of a high-demand major must establish and apply uniform criteria for selecting among all qualified applicants (whether native or transfer) those to be admitted to the majors. In the event all applicants have met selection criteria, then those students judged by the faculty to be most excellent with respect to the criteria should be those selected. Selection criteria should be demonstrably related to successful completion of the major and should conform to the following guidelines:

1. Proposed selection criteria must be consistent with school/college, University, and University System policies and regulations (for example, those related to diversity).
2. Selection criteria may include a grade point average (GPA) in a specific course or group of courses related to successful completion of the major. An overall GPA is not specific to the major and may not be included as a selection criterion.
3. Statements of purpose may be included as selection criteria.
4. Documentation of special skills, abilities, or experiences necessary to complete the major may be selection criteria.
5. Selection must be based on consideration of more than one type of criteria (for example, not just grade point average in a specific course or group of courses) and must be supported by an appropriate rationale.

PROPOSAL TO ESTABLISH OR CHANGE THE ENTRANCE STATUS AND REQUIREMENTS OF AN UNDERGRADUATE MAJOR

Date:_____

School/College:_____

Department/Division:_____

Program (Major and Degree):_____

Proposed Effective Date:_____

1. Justification
   What is the academic justification for instituting the requirement?

2. Requirements
   What specific entrance requirements are proposed?

3. Results
   How will the proposed requirement solve the academic problems outlined in the justification?

4. Consequences of the Requirement
   a. How will this requirement affect the major involved?
   b. What effects are anticipated on other majors within the University?
   c. Are there any other anticipated effects on enrollment patterns within the University?

Approvals:

_____
Department Head   Date

_____
Dean   Date

PROPOSAL TO ESTABLISH OR CHANGE THE HIGH-DEMAND STATUS OF AN UNDERGRADUATE MAJOR

Date:_____

School/College:_____

Department/Division:_____

Program (Major and Degree):_____

Proposed Effective Date:_____

1. Anticipated Number of Applicants
If the capacity of the major is smaller than the anticipated number of applications, the major may be designated as high-demand.

   a. Provide the capacity of the major for both this academic year and the following academic year.

   b. Provide the anticipated number of applications for both this academic year and the following academic year.

2. High-Demand Majors
   a. What is the academic justification for restricting the major?
   b. Provide the criteria which will be used to determine which of the applicants meeting entrance requirements will be admitted to the major.

3. Attach responses from other schools and colleges, if applicable.

4. Provide a contact person for information concerning the criteria and application deadlines.

Approvals:

_____
Department Head   Date

_____
Dean   Date

Academic Affairs Policy Statement No. 9

Establishing or Changing the Entrance Requirements or High-Demand Status of an Undergraduate Major

1. References

i. Statutes of the University of Georgia, May 1988, p. 13-14.
ii. The University of Georgia Faculty Handbook, 1992, p. 7.
iii. Bylaws of the University Council of the University of Georgia, 1989, p. 3-6.
iv. Academic Affairs Handbook, University System of Georgia, Section 3.09.
v. Policy Manual of the Board of Regents, University System of Georgia, Section 402.12.

2. Policy

The University of Georgia recognizes as a general principle that students in good standing — whether students continuing at the University of Georgia or transfer students — should be allowed access to the major of their choice. Exceptions to this principle may be approved under one of two conditions. The first is when the educational resources and number of faculty are insufficient to provide a quality learning environment to all who wish to enroll. The second is when completion of the degree requires special skills or abilities, or satisfactory completions of required courses are demonstrably necessary for successful completion of the major.

a. Entrance Requirements

The operating policy has been developed in order to delineate the procedures and criteria applicable to requests for exception to the institutional principle of open access to all students in good standing. Each department, school, or college requesting an exception must fully justify the need for it and explain why the proposed entrance requirements are necessary to enhance the quality of education or assure greater likelihood of student success in completing the degree.

The intent of the procedures and criteria is to assure that proposals to limit entry to majors (a) receive appropriate review at the school/college level, (b) are appropriate and fair, and (c) are evaluated for their potential effects on other programs.

b. High-Demand Major Status
The high-demand major is one which receives or expects to receive more applications for the major from fully qualified undergraduate students than the program can accommodate without endangering the quality of instruction offered.

The intent of the procedures and criteria is to assure that high-demand majors are identified (a) after appropriate review at the school/college level, (b) are appropriate and fair to students seeking the major, and (c) are assessed for their potential effect on other programs.

3. ~~Process~~**Procedure**

~~All proposals for changing the entrance requirements of an undergraduate major must be reviewed and approved by the originating unit, the appropriate faculty committee at the school/college level, and the dean of the school/college prior to being reviewed at the University level.~~

Proposals to establish/change entrance requirements, establish high-demand major status, or change high-demand criteria should be routed through the following approval sequence:

a. Faculty of the academic unit proposing the entrance requirements
b. Department Head of academic unit proposing the entrance requirements
c. Dean of academic unit proposing the entrance requirements
d. Head(s) of academic units impacted by entrance requirements (for information)
e. Office of Instruction (for review)
f. Senior Vice President for Academic Affairs and Provost
g. University Curriculum Committee

Each proposal must include a rationale justifying the need for such a requirement, an assessment of what effect the requirement will have on the major involved, and an estimate of anticipated effects on other majors within the University. The originating school/college should circulate the proposal to other pertinent schools/colleges for review and comments prior to submission to the University Curriculum Committee.

~~Four copies of the proposals in the standardized form [see attached] will be submitted to the Office of the Senior Vice President for Academic Affairs and Provost for consideration by the University Curriculum Committee.~~

~~If the originating school/college has not appropriately circulated the proposals to other schools/colleges, the Office of Curriculum Systems will send them to appropriate deans of undergraduate programs for comment. The deans will have one calendar month to comment on these recommendations prior to consideration by the University Curriculum Committee.~~

The proposal will be reviewed by the ~~appropriate subcommittee of the University Curriculum Committee and by the~~ University Curriculum Committee. They will evaluate the proposal to assure that it satisfies the criteria associated with this policy~~,~~ and is consistent with Board of Regents policy.

~~Affirmative recommendations of the University Curriculum Committee will be forwarded to the Senior Vice President for Academic Affairs and Provost for final review and approval before implementation.~~

All approved ~~changes in entrance requirements for undergraduate majors~~proposals will become effective subsequent to appearing in ~~an official University publication.~~the *Bulletin.*

4. Evaluation Criteria

   a. Entrance Requirements

      i. All proposed ~~entry~~ entrance requirements must be consistent with school/college, University, and University System regulations. A school/college may choose not to ~~allow~~ require any entrance requirements to the major if they wish.

      ii. The proposed entrance requirements must be supported by adequate academic justification. Some reasons which may be considered are as follows:

         1. Limits are required to maintain a high quality of instruction.
         2. There are limitations on physical facilities and resources, especially when special resources are required which cannot be augmented (e.g., laboratories or studios).
         3. Limits are required to maintain professional accreditation requirements.
         4. Special skills or abilities are required to complete major courses (e.g., performing arts such as dance, musical performance, or creative art).

      iii. The proposed entrance requirements must relate to the rationale for imposing those limits. Some examples of requirements which may be used are as follows:

         1. Overall GPA, either as a fixed value or a variable one dependent on the number of hours completed. [It is preferable to have requirements more specific to the degree rather than just overall GPA].
         2. Completion of certain prerequisites with a grade of C or better when such courses are demonstrably necessary to successfully complete the major.
         3. Documentation of career goals.
         4. Documentation of special skills or abilities which are necessary to successfully complete the major (e.g., performing skills in the performing arts).
         5. Experiential prerequisites (such as a portfolio of in-school experiences for teacher preparation programs).

   b. High-Demand Major Status

      i. Criteria for Creation of a High-Demand Major

      The proposal must include adequate academic justification. The responsible program shall report its capacity for undergraduate students, along with the specific factors which constrain capacity. Some illustrative factors which may constrain capacity are listed below.

         1. Limits are required to maintain a high quality of instruction.
         2. Physical facilities and resources are limited, especially when specialized facilities cannot be augmented (such as laboratories or studios).
         3. Limits are required by professional accreditation requirements.
         4. Special skills or abilities are required to complete courses in the major (for example, performing arts such as dance, musical performance, or creative art), and the resources to impart such skills are limited.

      ii. Criteria for Selection of Students to Enter High-Demand Majors

Faculty of a high-demand major must establish and apply uniform criteria for selecting among all qualified applicants (whether native or transfer) those to be admitted to the majors. In the event all applicants have met selection criteria, then those students judged by the faculty to be most excellent with respect to the criteria should be those selected. Selection criteria should be demonstrably related to successful completion of the major and should conform to the following guidelines:

1. Proposed selection criteria must be consistent with school/college, University, and University System policies and regulations (for example, those related to diversity).
2. Selection criteria may include a grade point average (GPA) in a specific course or group of courses related to successful completion of the major. An overall GPA is not specific to the major and may not be included as a selection criterion.
3. Statements of purpose may be included as selection criteria.
4. Documentation of special skills, abilities, or experiences necessary to complete the major may be selection criteria.
5. Selection must be based on consideration of more than one type of criteria (for example, not just grade point average in a specific course or group of courses) and must be supported by an appropriate rationale.

~~FORM FOR~~PROPOSAL TO ESTABLISH~~ING~~ OR CHANG~~EING~~ THE ENTRANCE STATUS
AND REQUIREMENTS OF AN UNDERGRADUATE MAJOR

Date:_____

~~BASIC INFORMATION~~

School/College:_____ ~~–~~

~~——~~**Department/Division:**_____ ~~——~~

~~——~~**Program (Major and Degree):**_____ ~~_~~

Proposed Effective Date:_____

~~a.   Degree:_____~~

~~——~~

~~b.   Major:_____~~

~~——~~

~~ENTRANCE REQUIREMENT:~~
~~Please provide the following information on an attached sheet:~~

1. Justification~~:~~
~~w~~What is the academic justification for instituting the requirement? ~~(see part four of the policy statement)~~

2. Requirement~~s:~~
~~W~~what specific entrance requirements are proposed? ~~(see part four of the policy statement)~~

~~-~~3. Results~~:~~
How will the proposed requirement solve the academic problems outlined in ~~one~~the justification?

4. Consequences of the ~~requirement~~Requirement

a. How will this requirement affect the major involved?
b.
What effects are anticipated on other majors within the University?
c.
Are there any other anticipated effects on enrollment patterns within the University?

SIGNATURES:Approvals:

Department Head ——— ~~Department~~
———Date

===

~~School/College Curriculum Committee Chair~~   ~~School/College~~
———~~Date~~

——Dean ~~School/College~~———
     Date

~~University Curriculum Committee Chair~~
——~~Date~~

~~Vice President for Academic Affairs~~
~~Date~~

~~Academic Affairs Policy Statement No. 10~~

~~Establishing or Changing the High-Demand Status of an Undergraduate Major~~

i. ~~References~~

1. ~~Academic Affairs Handbook, University System of Georgia, Section 3.09.~~

2. ~~Policy Manual of the Board of Regents, University System of Georgia, Section 402.12.~~

ii. ~~Policy~~

~~The University of Georgia recognizes as a general principle that students in good standing--whether students continuing at the University of Georgia or transfer students--should be allowed access to the majors of their choice, subject to constraint of educational resources, including insufficient numbers of faculty to provide a quality learning environment to all who wish to enroll.~~

~~The high-demand major is one which receives or expects to receive more applications for major status from fully qualified rising juniors than the program can accommodate without endangering the quality of instruction offered.~~

~~The intent of the procedure and criteria is to assure that high-demand majors are identified (a) after appropriate review at the school/college level, (b) are appropriate and fair to students seeking the major, and (c) are assessed for their potential effect on other programs.~~

iii. ~~Process~~

1. ~~All proposals for beginning, continuing, or discontinuing high-demand major status will be initiated in the unit responsible for the major, reviewed and approved by the school/college responsible for the degree in which the major resides, and forwarded to the Office of the Senior Vice President for Academic Affairs and Provost on the standard form (attached) for consideration by the University Curriculum Committee.~~

2. ~~Prior to approving the proposal, the school/college of the unit originating the proposal shall circulate it to other affected or related schools/colleges for review and comment. If the proposal reaches the university level without such circulation, the Office of Curriculum Systems will send it to the appropriate deans for comment. The deans shall then circulate it to appropriate departments and have one calendar month to provide comments for the consideration of the University Curriculum Committee.~~

3. The proposals will be reviewed by a standing subcommittee of the University Curriculum Committee which shall have authority to approve the notification for the full committee. The subcommittee will evaluate the proposal to assure that it satisfies the criteria of this policy and is consistent with policies of the University System of Georgia. Any issues unresolved by the subcommittee shall be referred to the University Curriculum Committee.

4. Proposals approved by the University Curriculum Committee will be forwarded to the Senior Vice President for Academic Affairs and Provost for review and forwarding to the University System.

Authorized changes in the high-demand status of majors shall be published in the next edition of the *Bulletin*.

iv. Criteria for Creation of a High-Demand Major

1. The proposal must include adequate academic justification. The responsible program shall report its capacity for rising juniors along with the specific factors which constrain capacity. Some illustrative factors which may constrain capacity are listed below.

   1. Limits are required to maintain a high quality of instruction.

   2. Physical facilities and resources are limited, especially when specialized facilities cannot be augmented (such as laboratories or studios).

   3. Limits are required by professional accreditation requirements.

   4. Special skills or abilities are required to complete courses in the major (for example, performing arts such as dance, musical performance, or creative art), and the resources to impart such skills are limited.

v. Criteria for Selection of Students to Enter High-Demand Majors

Faculty of a high-demand major must establish and apply uniform criteria for selecting among all qualified applicants (whether native or transfer) those to be admitted to the majors. In the event all applicants have met selection criteria, then those students judged by the faculty to be most excellent with respect to the criteria should be those selected. Selection criteria should be demonstrably related to successful completion of the major and should conform to the following guidelines:

1. Proposed selection criteria must be consistent with school/college, University, and University System policies and regulations (for example, those related to diversity).¹

2. Selection criteria may include a grade point average (GPA) in a specific course or group of courses related to successful completion of the major. (An overall GPA is not specific to the major and may not be included as a selection criterion.)

3. Statements of purpose may be included as selection criteria.

4. Documentation of special skills, abilities, or experiences necessary to complete the major may be selection criteria.

5. Selection must be based on consideration of more than one type of criteria (for example, not just grade point average in a specific course or group of courses) and must be supported by an appropriate rationale.

~~The University of Georgia~~
~~FORM FOR~~PROPOSAL TO ~~NOTIFICATION OF~~ESTABLISH OR CHANGE THE
HIGH-DEMAND STATUS
OF AN UNDERGRADUATE MAJOR

~~BASIC INFORMATION~~

Date: _____

School/College:

_____

Department/Division:

~~___~~_____

Program (~~Degree:~~

_____

Major and Degree):

_____

Proposed Effective Date~~date for change in high-demand status~~:

~~_____~~_____

1. ~~CAPACITY INFORMATION:~~

~~Please provide the following information on an attached sheet:~~

Anticipated ~~number~~ Number of ~~a~~Applicants~~:~~

If the capacity of the ~~junior class~~major is smaller than the anticipated number of applications, ~~this~~ the major may be designated as high-demand.

a. ~~The~~ Provide the capacity of the ~~junior class~~major for both this academic year and the following academic year.

b. ~~The~~ Provide the anticipated number of applications for both this academic year and the following academic year.

2. High-Demand Majors~~:~~
~~(see parts four and five of the policy statement)~~

a. What is the academic justification for restricting the major?

    b. Provide the criteria which will be used to determine which of the applicants meeting entrance requirements will be admitted to the major.

3. Attach responses from other schools and colleges, if applicable.

~~Provide criteria used to determine which of the applicants meeting entrance requirements will be admitted to the major.~~

4. Provide a contact person for information concerning the criteria and application deadlines.

Approvals:

_____

Department Head   Date

_____

Dean   Date

~~SIGNATURES:~~

_____

~~Department Head   Department   Date~~

_____

~~College/School Curriculum Committee Chair   School/College   Date~~

_____

~~Dean   School/College   Date~~

_____

~~University Curriculum Committee Chair   Date~~

_____

Senior Vice President for Academic Affairs and Provost   Date