

October 2010

DRAFT: Proposed Modifications to HECB Minimum Admission Standards

Executive Summary

The Higher Education Coordinating Board (HECB) is required to establish minimum admission standards for the public four-year institutions (RCW 28B.76.290). In carrying out these responsibilities, HECB staff monitor changes in requirements and expectations among various stakeholders, including university admissions directors, K12 teachers and administrators, parents, and students.

In making changes to the requirements, staff and the Board must balance concerns about access (ensuring the minimum is not too high) with concerns about college readiness, and additional requirements that may be added by individual institutions.

RCW 28A.230.010 requires school districts to offer a curriculum that would meet the requirements for admission to public baccalaureate institutions in Washington. However, the minimum requirements for high school graduation do not align with the minimum requirements for admission to a public four-year college or university in Washington.

To respond to the need for more students to graduate college and career ready, the State Board of Education (SBE) adopted the “Core 24” framework in July 2008. Over the past year, the SBE has been working on revisions to the high school graduation requirements in response to feedback on the Core 24 framework and recommendations from the Core 24 Implementation Task Force.

As part of this process, the HECB Education Committee and SBE Executive Committee began a series of meetings in June 2010, to explore shared goals and consider ways to better align high school graduation and college admission requirements.

The two committees identified five general areas of shared interest:

1. Which courses should be required in the core curriculum to meet both high school graduation and college admission expectations?
2. Which common set of credits should be required for high school graduation and college admission?
3. How should high school courses be counted to satisfy college entry requirements?
4. How should demonstration of competency be used to satisfy requirements?
5. What common timeline should be used to implement any changes to existing requirements?

On September 15, 2010, the SBE provisionally adopted revised graduation requirements for 2016. One of the key features to the revised requirements is that students would be automatically enrolled in coursework that would meet or exceed current HECB minimum admission requirements. Students would have flexibility to opt for a more technically oriented pathway or a more heavily academic pathway based on their plans for high school and beyond.

In response to these changes, the Higher Education Coordinating Board proposes to modify the minimum college admission requirements to improve alignment with the revised State Board of Education requirements and to improve flexibility for students attempting to meet the requirements.

The revisions to the minimum college admission standards described below are the product of these joint conversations and a response to the changes to the high school graduation requirements adopted by the State Board of Education.

The proposed changes would:

- Improve alignment between high school and four-year public college admission requirements.
- Add a third credit in science concurrent with a change in the high school graduation requirements
- Recommend that high school students take a course of study that matches the revised state requirements.
- Place emphasis on competencies rather than defined “seat time” and allow for use of competency-based assessments to meet admission requirements and eliminate the specification of a time-based curriculum in high school.
- Reaffirm or modify current policies to ease administrative burden, clarify intent, and ensure alignment with changes to the graduation requirements, including current testing requirements.

In addition to the proposed changes, staff of the State Board of Education and Higher Education Coordinating Board have identified a number of important issues in the effort to continue progress in aligning requirements and improve participation in postsecondary education and training programs.

These issues also are described on the following pages, and will be the subject of continuing work between the two agencies and subsequent meetings of the two board committees.

Recommended Modifications to Minimum Admission Standards

- **Improve alignment between high school and four-year public college admission requirements.**
 - Add a third credit in science on a timeline concurrent with changes in high school graduation requirements. The SBE has proposed a change that would take effect for the graduating class of 2016. That date could change, however, based on final action of the SBE and availability of funding to support the additional requirement. Implementation of a new requirement requires a phase in of at least four years to ensure that requirements do not change for students currently enrolled in high school. The additional credit could be any science course – including non-laboratory courses.
 - Recommend a high school curriculum that is aligned to the revised SBE graduation requirements. Currently, the HECB defines a set of minimum College Academic Distribution Requirements (CADR) typically met in high school.¹ The CADRs include specific courses that are commonly required for admission at all public four-year institutions in Washington; however, they are not designed to represent a complete high school curriculum.
 - A recommended course of study that includes coursework beyond the CADRs would provide students with better and more consistent information about what is required for a well-rounded and meaningful high school course of study that will serve them in any postsecondary endeavor.

- **To encourage an emphasis on competencies rather than defined “seat time” and allow for use of competency-based assessment in the admission process the revised policy would:**
 - Support the change in SBE policy to eliminate a requirement that a high school credit consist of 150 hours of “seat time.” The current admission standards were based on “credits” rather than “years of coursework” in order to allow for a variety of alternative scheduling options. The move away from specified seat-time requirements in K-12 is consistent with the HECB’s current policy and the direction in the *2008 Master Plan for Higher Education in Washington*. Therefore, this change would not require a policy change in the minimum admission requirements.
 - Allow dual purpose courses, that is, a single course that meets one academic requirement and one elective requirement (e.g., career education, health and fitness, or another elective). This approach was described as “2 for 1” in the Core 24 implementation task force report. The current policy already allows for the senior year quantitative course to overlap with either the algebra-based science course or a core math requirement.

¹ Students may meet requirements by taking equivalent college level courses.

- Support the use of competency-based assessment to meet requirements. Initially, the policy would allow for competency assessment to meet the world language requirement. The HECB and SBE will work together to establish a process for identification of appropriate assessments in other fields and work with institutions to allow for the use of those assessments in the admission process as well.

Students seeking competency-based credit would need to demonstrate proficiency in language skills. Assessments would be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. School districts would select the appropriate assessment instrument(s) for each language. For languages that do not currently have any other nationally available proficiency-based assessment, the district may work with local language communities, colleges and universities, and the Office of Superintendent of Public Instruction (OSPI) to develop a “collection of evidence” process aligned with ACTFL Proficiency Guidelines.

In addition, the Board delegates authority to the HECB executive director (or designee) to allow competency assessment in additional areas when appropriate assessments are identified and agreed upon by the public baccalaureate institutions, HECB, and SBE staffs.

- Allow for high school requirements to be met in middle school, provided the courses are part of a sequence, which is successfully continued in high school and/or the course is included on the high school transcript as a high school level course.

Revise existing policies and procedures to ensure consistency and relieve administrative burden:

- Revise the minimum admission policy documents to ensure HECB provides a complete articulation of current policy, including:
 - Reaffirming the current alternative admission policies for freshmen.
 - Reaffirming the graduate admission policy.
- Delegate to the executive director (or designee) authority to establish and modify the implementation timeline so that it is consistent with the timeline established for changes to the High School graduation requirements.
- Eliminate the *requirement* for three CADR courses per year and replace it with a *recommendation* that students complete three CADR courses per year in High School. The recommendation will signal the need for a meaningful senior year (the key purpose of the requirement) but reduce administrative burden associated with tracking the number of CADR credits each year in high school.
- Replace language related to WASL substitution for the first two years of English and math with more general language that references required high school testing.

In addition, the Board directs staff to continue work with the State Board of Education and other stakeholders to:

- Incorporate college readiness definitions in high school and college admission requirements.
 - The HECB and the Transition Math Project (TMP) developed college readiness definitions for science, English, and math, including content standards and attributes or “habits of mind” that would help students succeed in college. The “habits of mind” identified in the college readiness projects are important to developing college readiness skills; however, they are not easily integrated into the requirements, and those attributes were not included in the common core definitions.
 - The HECB and SBE will collaborate to promote the development of these attributes in the high school years, but it is not feasible to add them to the minimum requirements. The attributes may, however, be included in discussions around implementation of the Common Core State Standards. Although those standards mirror much of the academic content from the various college readiness projects, they do not incorporate the student attributes that the college readiness workgroups deemed essential to student success.
- Convene a group of college, university, SBE, and OSPI representatives to establish a standard mechanism for assessing applicability of courses offered through nontraditional means – correspondence, distance education, online courses – to satisfy CADR requirements.
- Explore alternatives to Algebra II in the admission process.
 - HECB staff will continue to work with the SBE, K-12, and higher education partners to identify appropriate alternatives to Algebra II. Current policy already recognizes one alternative approach to teaching Algebra II content (Integrated Math III). The HECB and SBE will explore additional alternatives to teaching Algebra II content and explore the possibility of an exception to the Algebra II requirement with substitution of another course.
- Explore the feasibility of statewide implementation of SAT and/or ACT testing.
 - Providing universal access to college testing in 11th grade is another step to improving access, college readiness, and reducing barriers for students. It is well established that students who take a college entrance exam (SAT or ACT) are more likely to pursue some kind of postsecondary education.

For example, after implementing its own statewide SAT program in 2006, Maine has witnessed a clear trend towards a more robust college-going culture. Maine juniors who took the SAT in March 2006 under the statewide initiative applied to college in record numbers the following year. Public colleges in the state of Maine saw increases of about 30 percent in the number of students sending SAT scores. Today, there are more Maine high school students sending SAT scores to Maine colleges and going to Maine colleges (both two- and four-year colleges) than before the SAT initiative began three years ago.

Colorado has seen a similar increase in college-going behavior since implementation of statewide ACT administration. Most notably, Colorado officials and ACT observe that there has been an increase in participation among low-income and first-generation students.

Statewide college admission testing can help students identify potential for advanced placement and their readiness for college prior to the 12th grade, giving students an opportunity to concentrate on work they still need to be college ready or to enroll in coursework that may lead to college credit while still in high school.

Washington enrolls approximately 81,000 juniors in its public high schools. The estimated cost for testing all juniors would be approximately \$3.8 million for either SAT or ACT with Writing, plus costs associated with test administration.

- Explore the possibility of allowing an exemption from high school graduation and college admission standards for students who complete an International Baccalaureate or Cambridge diploma.
 - More time is needed to analyze International Baccalaureate and Cambridge diplomas. Currently, the majority of students entering with these credentials also have regular high school diplomas and meet the minimum college admission standards. It is not clear whether an exception is wise or necessary.

RESOLUTION NO 10-29

WHEREAS, RCW 28B.76.290 requires the HECB to establish minimum admission standards for the public four-year institutions; and

WHEREAS, The HECB Education Committee and the State Board of Education Executive Committee have met jointly on three occasions to discuss improved alignment of high school graduation and college entry requirements; and

WHEREAS, The proposed revisions to the minimum college admission requirements would:

- Improve alignment between high school and four-year public college admission requirements;
- Add a third credit in science concurrent with a change in the high school graduation requirements;
- Recommend high school students take a course of study that matches the revised state requirements;
- Place emphasis on competencies rather than defined “seat time” and allow for use of competency-based assessments to meet admission requirements and eliminate the specification of a time based curriculum in high school;
- Reaffirm or modify current policies to ease administrative burden, clarify intent, and ensure alignment with changes to the graduation requirements, including current testing requirements; and

WHEREAS, Staff have sought and received input from stakeholders including university admissions directors, K12 teachers and administrators, parents, and students;

THEREFORE, BE IT RESOLVED, That the board adopts the revisions to the minimum college admission standards to be implemented on a timeline determined by staff to ensure new requirements are phased in concurrently for high school graduation and college admission requirements.

BE IT FURTHER RESOLVED, That the Board delegates to the HECB executive director (or designee) authority to determine appropriate competency assessment tools in additional areas when appropriate, with assessments identified and agreed upon by the public baccalaureate institutions, and HECB and SBE staff.

Adopted: November 16, 2010

Attest:

Jesús Hernandez, Chair

Roberta Greene, Secretary

Proposed Changes to Minimum College Admission Requirements

APPENDIX A

Credit Requirements	Graduating Class of 2013 Minimum State High School Graduation Requirements	Higher Education Coordinating Board College Academic Distribution Requirements (CADR)	Draft Proposed SBE and HECB Common Requirements¹	
Subject Areas	Credits	Credits	Credits	
English	3	4	4	
Mathematics	2 3 for class of 2013 and beyond	3 Algebra 2 or Integrated III	3 Algebra 2, Integrated III, or higher level math	
Senior Year Math-Based Quantitative Course		1 Math or Algebra Based Science	1 ² Math or Algebra Based Science	
Science	2 one must be a lab	2 both lab science --1 algebra-based, 1 in biology, chemistry, or physics	3 2 lab science --1 algebra-based and 1 in biology, chemistry, or physics	
Social Sciences	2.5	3	3	
World Languages		2	2 ²	
Arts	1 Visual or performing arts	1 Fine, visual, or performing arts	1 ³ Fine, visual, or performing arts	
State Board of Education Additional Requirements				
Occupational Education	1		1	Electives <i>May include: remaining HS distribution courses, additional subject area courses, philosophy or nondoctrinal religion</i>
Career Concentration			2 ²	
Health & Fitness	2		2 ⁴	
Arts			1 ³	
Electives	5.5		2	
TOTAL CREDITS	20	15-16	24⁵ See comment⁶	

¹ SBE requirements are based on provisionally approved recommendations – September 15, 2010.

² Considered a dual-purpose course and may count with any math or algebra-based science in the senior year.

³ HECB would allow additional coursework in academic areas to be used to substitute for fine, visual or performing arts. One additional credit may be taken to satisfy HS graduation requirements based on the High School and Beyond Plan (HSBP).

⁴ Includes .5 credit of Health as a Core Course for HS graduation and 1.5 credits of Fitness that may be substituted based on the HSBP.

⁵ Up to 2 credits could be waived by local administrators for students who have failed a class and taken the appropriate credit recovery classes to regain the credit. Students must earn designated credits in mandatory subjects.

⁶ The HECB recommends a high school curriculum that is aligned to the SBE graduation requirements. Currently the HECB defines a set of minimum College Academic Distribution Requirements (CADR) that are typically met in high school. The CADRs include specific courses that are commonly required for admission to all public four-year institutions in Washington; they are not designed to represent a complete high school curriculum. A recommended course of study that includes coursework beyond the CADRs provides students with better and more consistent information about what will serve them in any postsecondary endeavor.

Minimum College Admission Standards (Revised 2009)

College Academic Distribution Requirements – Guidelines for Educators

Beginning in 2012, high school graduates seeking freshman admission to Washington's public baccalaureate institutions will be required to meet new minimum college admission standards, approved by the Higher Education Coordinating Board in 2007, and revised in 2009.

At the core of these new admission standards is a common set of course requirements termed College Academic Distribution Requirements (CADR).

CADR should not be confused with *high school graduation requirements*. CADR are more rigorous than high school graduation requirements, which are determined by the State Board of Education and local school districts.

When do the new standards take effect?

The revised minimum college admission standards, including the CADR, take effect with the summer 2012 academic term.

Therefore, it is imperative that after fall of 2008, high school freshman receive guidance on meeting the revised minimum college admission standards - if they plan to apply for admission to a public baccalaureate institution following graduation in 2012.

Additionally, under a policy approved by the HECB in 2001, students must earn two credits of laboratory science in order to be considered

for regular admission to a public baccalaureate institution beginning in 2010 (see page three of this document for a timeline showing dates of impact).

Why revised admission standards?

The revised minimum college admission standards are intended to increase the likelihood of success for students admitted to Washington's public baccalaureate institutions by strengthening students' academic preparation.

The revised standards were adopted to more closely align with current admission practices of the state's public baccalaureate institutions. Note that these new admission standards represent the *minimum* standard for regular admission to one of the state's public baccalaureate institutions.

In some cases, simply satisfying minimum standards will not be enough to ensure admission to all state institutions. Many institutions also employ a comprehensive or holistic review process in determining who will be admitted. All students who plan to attend a college or university should obtain the admission information provided by the individual institution.

See pages 4-10 for CADR guidelines and credits needed by subject area.

Minimum College Admissions Standards

College Academic Distribution Requirements

To ensure that college students have an appreciation for the liberal arts and are adequately prepared to succeed, all freshman applicants, including Running Start students, will be required to meet the CADR covering six subject areas (see pages 4-10).

SAT or ACT Scores Required

Students unable to provide standardized ACT or SAT test scores may petition the institution for a waiver. No more than 5 percent of the new freshman enrolled annually at each institution may receive waivers from this requirement.

Minimum Grade Point Average

Students must attain a minimum, non-weighted cumulative grade point average of 2.0 on a 4.0 scale. This does not represent a change in existing policy.

WASL / CADR Equivalency

Achieving proficiency on the 10th-grade reading WASL is equivalent to the first two CADR credits of English. Achieving proficiency on 10th-grade math WASL is equivalent to the first two CADR credits of math – (algebra I and geometry, or integrated math I and II).

Comprehensive Review

Currently, each of the public baccalaureate institutions employs a comprehensive or holistic review process for at least a portion of their applicants who are considered for admission.

Admissions Index

For baccalaureate institutions, a specific Admissions Index score is no longer required. However, some institutions may still consider the Admissions Index score in their admissions decisions.

Minimum College Admission Standards (Revised 2009)

College Academic Distribution Requirements – Guidelines for Educators

TRANSCRIPT DESIGNATIONS

Washington Administrative Code **(WAC) 392-415-070** requires that standardized high school transcripts include a “B” designation for courses that meet or satisfy HECB core course requirements.

Under the revised minimum college admission standards, the “core course” requirements are renamed College Academic Distribution Requirements (CADR).

It is the responsibility of each school district to determine which of their high school courses meet CADR guidelines and to ensure that the “B” designations are made on their respective students’ transcripts.

COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS (CADR)

CADR reflect the *minimum* number of credits required in six subject areas (see below) that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions.

The 2009 revised minimum college admission standards encourage high school 9th graders, beginning with the 2008-09 academic year, to begin earning three credits of CADR credits each year of high school, including their senior year. Students must take a minimum of three CADR credits in grades 10-12.

The term *credit* replaces a “year of coursework.” The change to *credit* recognizes block scheduling or alternative course delivery models that may allow a student to meet an academic requirement in less than a full year.

College Academic Distribution Requirements, by Subject Area

English	4 credits	Science	2 credits*	Arts	1 credit**
Math	3 credits	Social Science	3 credits	Foreign Language	2 credits
Senior year math-based quantitative course			1 credit***	Total: 15 credits	

*Beginning in the summer 2010, two credits of laboratory-based science are required. One credit must be in an algebra-based laboratory science course (as determined by the school district). The other credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement).

**Other academic electives may substitute, but not at all institutions. See CADR guidelines in this document.

***Quantitative math-based course required in senior year. Does not require higher level math than current admissions policy.

NOTE ON CADR:

The CADR are more rigorous than high school graduation requirements that are determined by the State Board of Education and individual school districts. High school students who plan to attend college are **strongly encouraged to exceed both the CADR and high school graduation requirements** to improve their potential for success.

The CADR are college/university *admission* requirements, not college graduation requirements. Therefore, they need to be completed before a student matriculates at a Washington baccalaureate institution – either in high school, in a dual credit program such as Running Start, or through college courses.

Individual institutions may have more rigorous standards or may have different processes to consider individual exceptions. Prospective students should obtain the admission information provided by the institutions. **See CADR guidelines pages 4-10.**

Minimum College Admission Standards (Revised 2009)

College Academic Distribution Requirements – Guidelines for Educators

Standards apply to college freshmen

Minimum college admission standards apply to students who are being considered for admission to a public baccalaureate institution as freshmen – defined as students who have earned less than 40 quarter hours of college-level credit or the equivalent.

NOTE: *Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of credit, must meet minimum college admission standards, i.e., CADR, minimum GPA, submittal of SAT/ACT test scores, etc.*

When the new standards take effect

The revised minimum college admission standards will be fully implemented by baccalaureate institutions beginning summer of 2012. A new science requirement takes effect in 2010.

The new standards impact high school students beginning with the 2008-09 academic year. Key dates are noted below.

Summer 2008

In public baccalaureate institutions:

- “Credit” replaces a “year of coursework” to recognize block scheduling or alternative course delivery models.
- Use of the Admissions Index as admissions criteria is no longer required.
- SAT/ACT test scores are still required; 2.0 GPA on a scale of 4.0 is still required.
- Comprehensive review of admission applications is encouraged but not required.

Fall 2008

Beginning in 2008, high school freshmen who intend to pursue a baccalaureate degree must begin taking the courses needed to meet the revised minimum college admission standards, including the CADR.

High school freshmen in 2008, will be encouraged to complete at least three credits of CADR coursework. Students in grades 10-12 must take a minimum of three CADR credits in grades 10-12 (including the senior year).

Due to a previously approved science college admission requirement, beginning with the 2008 academic term, high school juniors intending to enroll in a public baccalaureate institution should begin working towards earning two credits of laboratory science, including one algebra-based course and one course in biology, chemistry or physics.

See CADR guidelines for more information.

Spring 2010

Beginning with 10th grade WASL tests administered in 2010, students who meet proficiency in math and reading (or the subsequent “re-takes”) may earn the first two CADR credits in math and English, respectively.

Summer 2010

Baccalaureate institutions implement the minimum college admissions standard that requires students to earn two credits of

laboratory science, with one credit required in an algebra-based science, and one credit in biology, chemistry, or physics.

Fall 2011

High school seniors must earn one CADR credit in math or other math-based quantitative coursework, e.g., statistics, applied math, appropriate career and technical courses; algebra-based science also would satisfy the senior-year quantitative requirement. This requirement does not mean students must pass a higher level of math - the intent is for students to take meaningful math in the senior year.

Summer 2012

Baccalaureate institutions fully implement the HECB’s revised minimum college admission standards.

For more information contact:

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To download a copy of the complete policy changes approved by the Higher Education Coordinating Board, and other items related to minimum college admission standards, go to:
www.hecb.wa.gov/research/issues/admissions.asp

Minimum College Admission Standards (Revised 2009)

College Academic Distribution Requirements – Guidelines for Educators

Subject Area:	Minimum College Academic Distribution Requirements (CADR)	Meeting the CADR if taken in high school	Meeting the CADR through college coursework
	<p>College Academic Distribution Requirements (CADR) coursework equals 15 total credits</p> <p><i>NOTE: Previous minimum college admissions standards used the term 'year' to designate completion of what is now referred to as 'one credit' of high school coursework. The use of 'credit' recognizes that school districts may use alternative or block scheduling that permit students to earn a full credit in a given subject area in less than an academic year.</i></p>	<p>Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including senior year. Students who are unable to complete three CADR as high school freshmen (grade 9) will be considered for admission provided they meet all other state and institutional admission requirements.</p> <p>Students must take a minimum of three credits of CADR courses in grades 10-12.</p>	<p>College credit equivalents for CADR credits</p> <p>College students who complete five quarter credits or three semester credits of college-level coursework will have earned the equivalent of one CADR credit.</p> <p>5 college quarter credits = one CADR credit 3 college semester credits = one CADR credit</p>
<p>English</p> <p>Implementation: Summer 2012</p>	<p>English – 4 credits</p> <p>Must include three credits of literature and composition.</p> <p>May include one credit of elective English, such as creative writing, journalistic writing, or English as a Second Language.</p> <p><i>NOTE: Passing the 10th grade WASL-Reading is equivalent to earning the first two credits of high school English.</i></p>	<p>English – 4 credits</p> <ul style="list-style-type: none"> • Must include three credits of college-preparatory composition or literature. • One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, or English as a Second Language (ESL). <p>Remedial or applied courses are not acceptable (e.g. acting, basic English skills, developmental reading, library, newspaper staff, remedial English, review English, vocabulary, yearbook/annual).</p> <p><i>NOTE: English courses are considered equivalent to ESL unless taken in Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States. Course work completed prior to grade 9 does not apply toward this minimum college admission requirement.</i></p>	<p>English –</p> <p>Completing additional English CADR credits</p> <p>College students without four CADR high school English credits may earn credits by completing one of the following:</p> <ul style="list-style-type: none"> • College level course work in composition or literature component. Generally any course with an English or Writing prefix is acceptable. • One credit may be satisfied by a college course in speech, drama as literature, journalistic writing, business English, ESL, or engineering/technical writing. <p>Courses such as developmental or speed reading, vocabulary, or remedial English are not acceptable.</p> <p><i>NOTE: English courses are considered equivalent to ESL unless taken in Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States.</i></p>

Minimum College Admission Standards (Revised 2009)
College Academic Distribution Requirements – Guidelines for Educators

Subject Area:	Minimum College Academic Distribution Requirements (CADR)	Meeting the CADR if taken in high school	Meeting the CADR through college coursework
<p>Senior year math-based quantitative course</p> <p>Implementation: Summer 2012</p> <p><i>NOTE: The intent is to require that students take meaningful math during their senior year. The policy does not require a higher level of math than the basic requirement.</i></p>	<p>Math-based quantitative course One credit of math-based quantitative coursework is required in the senior year. This requirement may be met through enrollment in one of the three required math courses;</p> <p>OR... by completing a math-based quantitative course like statistics, applied math, or appropriate career and technical courses;</p> <p>OR... by completing an algebra-based science course.</p> <p>Substitute Provision: Successful completion of math through pre-calculus meets both the course and senior year math requirement.</p>	<p>Math or math-based quantitative course in senior year – 1 credit</p> <p>This requirement can be met by taking Algebra II (intermediate algebra), or Integrated Math III;</p> <p>OR... pre-calculus or math analysis (if Algebra II or Integrated Math III was completed prior to grade 12);</p> <p>OR... quantitative courses such as statistics, advanced level of applied math, or math-based career & technical courses;</p> <p>OR... algebra-based science course, e.g., chemistry, physics, or other science courses that incorporate knowledge of algebra.</p> <p>EXCEPTION: <i>Prior to the senior year, completion of higher-level math – e.g., pre-calculus, math analysis, or calculus – exempts students from the senior-year quantitative course requirement.</i></p>	<p>Comparable college courses in math, (e.g., pre-calculus, statistics, or algebra-based science) may apply.</p>

Minimum College Admission Standards (Revised 2009)
College Academic Distribution Requirements – Guidelines for Educators

Subject Area:	Minimum College Academic Distribution Requirements (CADR)	Meeting the CADR if taken in high school	Meeting the CADR through college coursework
<p>Mathematics</p> <p>Implementation: Summer 2012</p>	<p>Mathematics – 3 credits</p> <p>Must include one credit each of Algebra I, geometry, and Algebra II (intermediate algebra);</p> <p>OR... three credits of Integrated Math (Integrated Math I, II, III).</p> <p>NOTE: <i>Passing the 10th grade WASL-Math is equivalent to earning the first two CADR credits of high school math (Algebra I & geometry or Integrated Math I and II).</i></p>	<p>Mathematics – 3 credits</p> <p>Completion of three credits - Algebra I, geometry, and Algebra II (intermediate algebra);</p> <p>OR... the integrated Math I, II, III series is required.</p> <p>NOTES: <i>Successful completion of math through pre-calculus meets the 3-credit math requirement.</i></p> <p><i>A high school-level algebra course completed prior to ninth grade may satisfy the requirement for one credit if Algebra II (intermediate algebra) is subsequently completed in the ninth grade or higher.</i></p> <p><i>Arithmetic, pre-algebra, business math, computer science, philosophy, and statistics courses will not count toward the requirement.</i></p>	<p>Mathematics – Completing a third math credit</p> <p>College students without a third high school mathematics credit may earn that credit by completing one of the following:</p> <ul style="list-style-type: none"> • A course in intermediate algebra—the course must be completed with a grade of ‘C’ (2.0) or better. At Washington community colleges, this course is numbered below 100 and is considered the equivalent of the third year of high school math. It does not transfer as college credit. • Mathematics courses with intermediate algebra as a prerequisite (see exceptions below). This includes any higher-level mathematics courses such as elementary functions, pre-calculus, calculus, and beyond. <p>NOTE: <i>Courses in philosophy (e.g., logic), statistics, or computer science do not satisfy the mathematics requirement.</i></p>

Minimum College Admission Standards (Revised 2009)

College Academic Distribution Requirements – Guidelines for Educators

Subject Area:	<i>Minimum College Academic Distribution Requirements (CADR)</i>	<i>Meeting the CADR if taken in high school</i>	<i>Meeting the CADR through college coursework</i>
<p>Science</p> <p>Implementation: Summer 2010</p>	<p>Science – 2 credits</p> <p>Two credits of laboratory science are required.</p> <p>One of these credits must be in an algebra-based science.</p> <p>One of these credits must be in biology, chemistry, or physics</p> <p>Note: <i>The above requirement for two credits of lab science takes effect in 2010.</i></p>	<p>Science – 2 credits</p> <p>Two credits of laboratory science are required for college admission in the 2010-11 academic year.</p> <p>One credit must be in an algebra-based science course. Students completing this requirement typically take this course in two successive high school semesters.</p> <p>One Credit must be in biology, chemistry, or physics (this course may also meet the “algebra-based” requirement).</p> <p>The principles of technology courses taught in Washington State high schools may also satisfy the laboratory science requirement.</p> <p>To complete the second credit, students may take courses identified by the school district as laboratory science courses, e.g., astronomy, environmental science, geological science, genetics, marine science.</p> <p>An algebra-based science course with laboratory taken in the senior year may satisfy both the science requirement and the senior-year math-based credit requirement (see math above).</p> <p>Note: <i>Course work completed prior to ninth grade does not apply toward this college admission requirement.</i></p>	<p>Science –</p> <p>Completing additional CADR science credits</p> <p>College science courses with a lab will count toward the laboratory science requirement. For example, lab courses in astronomy, atmospheric science, biological structures, biology, botany, chemistry, environmental science (but not environmental studies), genetics, human physiology, geology, oceanography, physical anthropology, physical geography, physics, or zoology may apply toward this requirement.</p>

Minimum College Admission Standards (Revised 2009)
College Academic Distribution Requirements – Guidelines for Educators

Subject Area:	Minimum College Academic Distribution Requirements (CADR)	Meeting the CADR if taken in high school	Meeting the CADR through college coursework
<p>World Languages Current Policy No Change</p>	<p>World Languages – 2 credits</p> <p>Two credits of the same World Language, Native American Language, or American Sign language</p>	<p>World Languages – 2 credits</p> <p>Two credits must be earned in the same language. The World Language course work requirement will be considered satisfied for applicants who complete their education through the seventh grade in school(s) a) where English was not the language of instruction and b) in countries other than Australia, Canada, Ireland, New Zealand, the UK, and the U.S.</p> <p>Course work completed in any World Language may be used to satisfy this requirement, including an American Indian language, American Sign Language (ASL), or languages no longer spoken, such as Latin and ancient Greek. However, other forms of sign language or computer “languages” do not satisfy the World Language requirement.</p> <p>NOTE: A World Language course taken in eighth grade may satisfy one credit of the requirement if the second year level course is completed in high school grades 9-12.</p>	<p>World Languages – Completing additional CADR credits</p> <p>Each five-credit quarter or three-credit semester of language in college is considered equivalent to one credit in high school. Applicants who have never studied a World Language will need to complete six semesters or 10 quarter credits of a single, sequenced World Language.</p> <p>College students who earned one credit of a World Language in high school must complete the equivalent of a second credit of that language in college.</p> <p>For example, a high school student who earned only one credit in French would be required to take five quarter credits, or three semester credits, of French 102 or equivalent to gain a second CADR credit.</p> <p>NOTE: College graduation requirements in World Languages often include the third year of the same language. 5 college quarter credits = one CADR World Language credit 3 college semester credits = one CADR World Language credit</p> <p>5 college quarter credits = one CADR World Language credit</p> <p>3 college semester credits = one CADR World Language credit</p>

Minimum College Admission Standards (Revised 2009)
College Academic Distribution Requirements – Guidelines for Educators

Subject Area:	<i>Minimum College Academic Distribution Requirements (CADR)</i>	<i>Meeting the CADR if taken in high school</i>	<i>Meeting the CADR through college coursework</i>
<p>Social Science Current Policy No Change</p>	<p>Social Science – 3 credits</p>	<p>Social Science – 3 credits</p> <p>Three credits are required in history or in any of the social sciences – e.g., anthropology, contemporary world problems, economics, geography, government, political science, psychology, sociology.</p> <p><i>NOTE: Credit for religion courses, consumer economics, student government, or community service will not count towards the requirement. Also, course work completed prior to grade 9 does not apply toward this admission requirement.</i></p>	<p>Social Science – Completing additional CADR credits</p> <p>Courses in the social sciences, e.g., anthropology, economics, ethnic studies, history, philosophy, political science, psychology, sociology, will count toward the requirement.</p>

Minimum College Admission Standards (Revised 2009)

College Academic Distribution Requirements – Guidelines for Educators

Subject Area	Minimum College Academic Distribution Requirements (CADR)	Meeting the CADR if taken in high school	Meeting the CADR through college coursework
<p>Arts</p> <p>Current Policy</p> <p>No Change</p>	<p>Arts – 1 credit</p> <p>One credit of fine, visual, or performing arts, or one additional credit in math, English, social science, lab science, or world languages.</p>	<p>Arts – 1 credit</p> <p>One credit in the fine, visual, or performing arts or an additional year in any of the academic areas defined above is required.</p> <p>Acceptable course work in the fine, visual, or performing arts may be chosen from art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture.</p> <p>Courses not acceptable toward this requirement include architecture, color guard, creative writing, drafting, drill team, fashion design, interior design, sewing, speech, web design or graphics, woodworking, & yearbook.</p> <p>Academic electives are courses in any of the six subject areas (defined above) beyond the minimum number of years specified above.</p> <p>NOTES: The UW and WWU specify that one-half credit of this requirement must be in the fine, visual, or performing arts; the other half may be either in the arts or in an academic elective. Course work completed prior to grade 9 does not apply toward this college admission requirement.</p>	<p>Arts – Completing additional CADR credits</p> <p>College students may meet the CADR requirement by taking:</p> <p>Five quarter credits or three semester credits in fine, visual or performing arts;</p> <p>OR... Three quarter credits or two semester credits in art, art history, cinema/filmmaking, dance, music, or photography;</p> <p>OR... Three quarter credits or two semester credits in drama except drama as literature courses.</p> <p>Note: Courses in architecture are generally not acceptable, except for those in architectural history.</p>

DRAFT
MINIMUM ADMISSIONS STANDARDS:
A Summary of HECB Admissions Policy for
Alternative Admissions as an Undergraduate Freshman

INTRODUCTION

The Higher Education Coordinating Board (HECB) is required by law to establish minimum requirements for admission to Washington's public baccalaureate institutions (RCW 28B.80.350). Minimum admission criteria currently include grade point average, pre-college test scores (SAT/ACT), and a distribution of college preparatory high school core-course requirements known as the College Academic Distribution Requirements (CADRs).¹

Alternative Admissions²

Up to 15 percent of freshmen at each of the six public baccalaureate institutions may be admitted using an alternative standard. Undergraduate students who are currently admitted under the 15 percent alternative standards must satisfy the following requirements:

1. Submit a score on the SAT or ACT unless a waiver has been granted by the receiving baccalaureate institution;
2. Submit a transcript showing achievement of a 2.00 high school grade point average or a passing score on the General Educational Development (GED) Certificate test;
3. Complete high school course requirements as prescribed, with no more than three subject years waived; and
4. Present evidence of success outside the classroom and strong motivation to succeed in college.

Regular Admission of Older Freshman³

In 1994, the HECB established separate alternative standards for freshmen applicants who are 25 years of age or older and meet standards appropriate for their age and personal experiences.

An applicant 25 years of age or older who is seeking initial entry at the freshman level beginning with the fall term 1991, may be offered regular admission if the student meets standards appropriate to the applicant's age and personal experience. These applicants must meet at least two of the following requirements:

1. Submit satisfactory scores on the SAT, ACT, or other university-administered tests;

¹ Minimum College Admission Standards may be found at <http://www.hecb.wa.gov/research/issues/admissions.asp>

² Minimum College Admission Standards: HECB Admissions Policy for Alternative Admissions. HECB Resolution NO. 01-18 Approved April 11, 2001.

³ *Higher Education Coordinating Board Briefing on Freshman Admissions Policy*, 1994.

2. Submit a transcript showing the achievement of a 2.5 high school grade point average or a passing score on the General Education Development (GED) Certificate test;
3. Write an essay demonstrating entry-level critical thinking and communication skills;
4. Present evidence of success outside the classroom and strong motivation to succeed in college.

Washington public baccalaureate institutions generally have far more qualified students who meet the minimum admissions standards than they can accommodate, making alternative admissions quite competitive. As a result, institutions generally do not make full use of the 15 percent alternative admissions pool.