

**TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 23
STANDARDS, AND PROCEDURES, AND PLACEMENT FOR UNDERGRADUATE
ADMISSIONS AT ~~FOUR-YEAR COLLEGES AND UNIVERSITIES~~**

§133-23-1. General.

1.1. Scope.--This rule establishes standards and procedures for public undergraduate institutional admissions policies at ~~four-year colleges and~~ the State's public universities.

1.2. Authority.--West Virginia Code ~~§18B-1-1A;~~ 18B-1-4(a)(25).

1.3. Filing Date. -- ~~January 13, 2015.~~

1.4. Effective Date. -- ~~February 13, 2015.~~

1.5. ~~Repeal of Former Rule .-- Repeals and replaces~~ Amends Title 133, Series 23 which had an effective date of ~~March 8, 2013~~ February 13, 2015.

§133-23-2. Statement of Principles.

2.1. It is the intent of the West Virginia Higher Education Policy Commission (Commission) to provide access to higher educational opportunities commensurate with student interests and abilities. Working toward this end, the Commission continues to encourage the development of academic programs and delivery options which facilitate access and promote college completion. It is further the intent of the Commission that admissions policies at the four-year state-supported institutions of higher education ~~should~~ will foster the attainment of these broad goals of access to the highest extent possible within the limits of available educational programs and resources.

2.2. In recognition of the diverse educational programs offered by the different public four-year higher education institutions and the varying kinds of preparation necessary for successful entry into them, the Commission considers it more appropriate to establish basic statewide guidelines and standards than to provide detailed provisions related to admissions criteria and procedures. Accordingly, the Commission has identified certain basic policies and provisions around which the universities shall develop specific institutional admissions policies and practices ~~are to be developed~~.

2.3. This rule applies to undergraduate admissions at ~~West Virginia public four-year colleges and the State's public universities. The standards in this rule also apply to students who enroll in baccalaureate-level programs at state higher education institutions where missions are primarily the offering of associate-level degrees.~~ Standards for students enrolled in associate degree ~~or one-year certificate programs~~ at universities authorized by the West Virginia Council for Community and Technical College Education to grant associate degrees, regardless of institutional classification, shall be at least as rigorous as those at the community and technical colleges.

2.4. ~~In fulfilling its mission, the Commission is also responsible for assuring quality programs to any individual attending West Virginia institutions. This rule provides the parameters for the placement of students in required mathematics and English courses that can be applied toward an undergraduate degree.~~

2.5. The standards for freshman assessment and placement are designed to establish uniform procedures for the placement of students in required courses in mathematics and English that can be applied toward an undergraduate academic degree at each institution.

2.6. The universities shall require students identified as in need of remedial education to enroll in the necessary co-requisite courses or other entry-level college courses with supplementary academic support in the first year of enrollment. The universities may dismiss students who are unsuccessful in completing co-requisite courses.

§133-23-3. Definitions.

3.1. ACT and SAT are college admission tests that are designed to assess academic readiness.

3.2. Conditional admission is the admission of an undergraduate student who does not meet the requirements for regular admission as outlined in section 4 of this rule.

3.3. Continual enrollment is a term that describes student enrollment in consecutive semesters, excluding summer terms.

~~3.4. Developmental education programs commonly address academic preparedness, diagnostic assessment and placements, development of general and discipline specific learning strategies. Developmental courses may be “pre-college” courses that do not count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree or they may be entry level, credit bearing academic courses designed to address academic preparedness while also delivering the content of the traditional, entry level course. Co-requisite courses are credit-bearing courses that provide aligned academic support for basic and required English or mathematics courses. These co-requisite course(s) are a required component of the academic course(s). Co-requisite courses are designed for students who do not meet admission requirements for a required mathematics or English course. In these co-requisite courses, the content is the same as the traditional credit-bearing course, but students are obligated to attend and participate in the academic support programs provided. Student attendance and participation is required to successfully complete the course.~~

3.5. A diploma is formal documentation and recognition that a student has satisfactorily completed the graduation requirements of a ~~state and school district~~ secondary school.

3.6. A high school equivalency diploma is a diploma issued by a state department of education based upon a satisfactory score earned on a nationally recognized test ~~approved by the Commission~~.

3.7. Grade point average (GPA) is the cumulative high school grade point average based on a 4.0 scale.

~~3.8. Home Instructed/Home Schooled students are those students defined under West Virginia Code §18-8-1, who are not enrolled in a public school within the school district and who are instructed by a person or persons providing home instruction.~~

3.98. International Baccalaureate Diploma Program (**IB**) means a comprehensive two-year international curriculum designed as a rigorous pre-university course of study that leads to examinations. An institution, at its discretion, may award college credit to students for successful completion of IB courses and examinations.

3.9. Academic support programs include, but are not limited to, modular course delivery; summer boot camps; extra class sessions; accelerated learning program (ALP) model; supplemental instruction; additional lab instruction; tutoring; and/or other instructional strategies which provide additional in-class or outside-class assistance and monitoring of student progress beyond that usually associated with entry-level college credit courses.

3.10. Remedial education is a learning process that occurs after the initial, primary instruction of a subject where the learner is deficient in a particular subject or area. Such courses shall be co-requisite delivery for college-level credit-bearing courses.

3.11. Multiple measures are the use of more than one assessment measure to assess a student's abilities. Under a multiple measures approach, standardized testing is no longer the primary means of assessing if a student is prepared for college-level coursework.

3.12. Chancellor means the chancellor of higher education as defined in W. Va. Code § 18B-1-2 or his or her designee.

3.13. Secondary school or high school includes traditional public or private high school, charter school, home school, learning pod, microschool, or other educational program authorized by the Legislature that encompasses education commonly received in grades 9 through 12.

§133-23-4. Regular Admission Standards.

4.1. Students may be admitted to the State's public baccalaureate institutions on a regular admission basis at colleges and universities which offer bachelor's degrees if they: have: a)

4.1.a. Have earned an approved high school diploma recognized by a state's department of education, have a minimum 2.0 high school grade-point average (GPA), and have an ACT composite score of at least 18 or an SAT composite score of at least 960; b) or

4.1.b. Meet high school equivalency exam requirements and have an ACT composite of at least 18 or an SAT composite of at least 960; or c)

4.1.c. If the student does not have an ACT or SAT score, have a high school diploma and a minimum high school GPA of ~~3.0~~ 2.5.

4.2. For universities which grant doctoral degrees, the minimum high school GPA/standardized test score requirement for regular admission is a) a 2.0 high school GPA and a 19 ACT composite score or b) a high school 3.0 GPA.

4.3. Home Instructed/Home Schooled students who provide appropriate ACT composite scores as outlined above and meet any additional institutional requirements may be admitted on a regular admissions basis.

4.4. Except as provided in section 8.2 and section 9.3 of this rule, all students must submit ACT or SAT scores prior to admission.

4.5. In instances where students have taken the SAT examination, these scores Universities may be substituted SAT scores for the ACT scores. SAT scores will be converted to ACT equivalents by using an appropriate conversion chart authorized by the Chancellor to convert the SAT scores to ACT equivalents. These students will Universities shall not be required students who only took the SAT to take the ACT at a later time.

4.3. Universities may use an institutionally adopted SAT score to meet admission requirements for students who do not have a high school transcript or high school equivalency diploma.

4.4. Universities may waive the requirement for ACT or SAT scores for students who have graduated from high school or completed high school equivalency requirements more than five years prior to seeking admission to a university.

4.5. Institutions may use, but are not limited to the use of, the following information in determining admission to institutions or institutional programs:

4.5.a. Records of traditional academic performance relative to the specific educational program to which the student seeks entry;

4.5.b. Records of nontraditional learning experiences;

4.5.c. Standardized examinations related to the requirements of the program to which the student seeks entry;

4.5.d. College equivalency examinations such as the College Level Examination Program (CLEP) and special preparatory programs such as the Advanced Placement Program of the College Entrance Examination Board (AP), and the IB diploma; and

4.5.e. Recommendations provided by the student and reports of interviews by the institutional admissions team.

§133-23-5. Conditional Admission Standards.

5.1. ~~Universities may grant conditional admission may be granted~~ in instances where ~~students do not meet adopted multiple measures GPA or ACT standards~~ for regular admission ~~are not met~~ and institutional officials have evidence that the student has the potential to successfully complete college-level work. Universities may conditionally admit students who do not meet the GPA or ACT standards, but who demonstrate the potential to complete an undergraduate program may be admitted conditionally in accordance with the stipulations listed below. Institutions ~~are expected to~~ shall monitor and provide support to conditionally admitted students through the offering of developmental education initiatives and other dedicated academic and student service programs.

5.1.a. Conditionally-admitted students must maintain good academic standing as defined by the institution.

5.1.b. ~~If freshman placement standards require, developmental education must be completed prior to enrolling in the corresponding college level courses, or the student may complete both developmental education and the corresponding college level course in co-requisite delivery students shall enroll in co-requisite college-level courses.~~ As necessary, students must enroll in the required ~~developmental education program~~ co-requisite courses in the first semester of enrollment and maintain continual enrollment until all ~~developmental~~ such requirements are fulfilled.

5.1.c. Students must complete any required developmental education and the provisions of their conditional admission within the first four semesters of enrollment. ~~Unless the student is still enrolled in developmental education, students failing to meet the provisions of conditional admission shall be denied re-enrollment. Returning to the institution is subject to institutional policy.~~

5.2. The percentage of first-time, baccalaureate degree-seeking students enrolled conditionally at each institution shall not exceed ~~ten (10)~~ percent of the Commission census data enrollment. The percentage shall be based upon a three-year rolling average. The Chancellor shall determine the specific process for calculating this average ~~will be determined by the Commission~~ and communicated it to all institutions.

§133-23-6. Admissions – Core Requirements.

6.1. In addition to ~~GPA and ACT~~ adopted multiple measures requirements, students must successfully complete the following minimum academic core unit requirements prior to the initial period of enrollment: **Required Units**

6.1.a. ~~4~~ Four English (including ~~English 12CR~~ and courses in grammar, composition, and literature);

6.1.b. ~~3~~ Three Social Studies (including U.S. studies/history);

6.1.c. ~~4~~ Four Mathematics (three units must be Algebra I and higher or Math I or higher; Transitional Math for Seniors will also be accepted). Courses designed as “support courses,” such as Math I Lab or Math I Support, that provide extra instructional time but no additional content ~~shall~~ are not ~~be~~ acceptable as meeting the required ~~4~~ four mathematic course core requirements;

6.1.d. ~~3~~ Three Science (all courses to be college preparatory laboratory science, preferably including units from biology, chemistry, and physics);

6.1.e. ~~1~~ One Arts; and

6.1.f. ~~2~~ Two World Language (two units of the same world language; sign language is also acceptable).

6.2. Institutions ~~are authorized to~~ may employ the following waivers to the above unit requirements:

6.2.a. ~~All four (4) year public higher education institutions have the discretionary authority to~~ Universities may waive academic core unit requirements for admission to their institution.

6.2.b. Students admitted with a waiver under the provisions of this section must satisfy any of the curricular deficiencies ~~through the successful completion of~~ by successfully completing commensurate college coursework. ~~Each student receiving a waiver under this provision must complete any commensurate coursework~~ prior to degree completion.

§133-23-7. Transfer Students and Non-Degree Seeking Students.

7.1. Students seeking transfer admission to a state ~~college or~~ university must be ~~academically and otherwise~~ eligible to return to the institution from which they wish to transfer and must meet the institution's basic admission standards. Students attending community and technical colleges who are seeking to transfer into a ~~four (4) year~~ baccalaureate program must meet the regular institutional criteria for transfer admission. Students with at least ~~twenty four (24)~~ transferable credit hours are exempt from meeting regular admission standards outlined in Section 4 of this ~~policy rule~~. Institutions may develop policies which require a greater number of credit hours completed prior to exemption from regular admission standards.

7.2. Transfer students must supply the institution with official transcripts reflecting all previous college work prior to admission.

7.3. Non-Degree Students. An institution may admit students on a non-degree basis. By definition, such students are not seeking and ~~are~~ are not eligible to pursue a certificate or degree at the institution. Institutions may establish minimum standards for admission of non-degree students.

§133-23-8. International Students.

8.1. International students are required to abide by the same freshman and/or transfer admission requirements as previously stated in this policy.

8.2. International students are not required to present ACT or SAT scores for admission purposes.

8.3. International students must meet English proficiency requirements as established by the institution and must submit scores prior to admission.

8.4. For students educated outside of the United States, original or certified copies of all academic records/transcripts are required. Certified documents must be notarized or attested by the education institution, the Ministry of Education of the country, and/or an evaluation agency that is a member of the National Association of Credential Evaluation Services (NACES) or by other designated officials.

§133-23-9. Additional Admissions Criteria.

9.1. For each incoming freshman registered in an undergraduate degree program, universities shall have on file official high school transcripts, or an official high school equivalency diploma, or Commission approved high school equivalency test scores ~~are required to be on file for each incoming freshman who is registered in an undergraduate degree program.~~ Such documents shall be on file with the institution prior to the end of the first semester of the student's attendance.

9.2. The institutions may validate the secondary school issuing the diploma ~~can be validated~~ by a College Entrance Examination Board (CEEB) code, by a state department of education, or by other established procedures determined by the institution.

~~9.3. All students who have graduated from high school or completed high school equivalency requirements more than five years prior to seeking admission to a four year college or university may have the requirement for ACT or SAT scores exempted at the discretion of the institution.~~

~~9.4. Institutions may use, but shall not be limited to the use of, the following information in determining admission to institutions and/or institutional programs:~~

~~9.4.a. Records of traditional academic performance relative to the specific educational program to which the student seeks entry;~~

~~9.4.b. Record of nontraditional learning experiences;~~

~~9.4.c. Standardized examinations relative to the requirements of the program to which the student seeks entry;~~

~~9.4.d. College equivalency examinations such as the College Level Examination Program (CLEP) and also, special preparatory programs such as the Advanced Placement Program of the College Entrance Examination Board and the International Baccalaureate Diploma;~~

~~9.4.e. Recommendations and reports of interviews.~~

~~9.5. Universities may require health and immunization records may be required before or after admission into the institution depending on institutional policy.~~

~~9.6. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.~~

§133-23-10. Institutional Admissions Policies.

10.1. Institutions may establish admission standards more rigorous than those established by this rule for basic admission to the institution and/or for admission into specific programs.

10.2. Institutional admissions policies shall be comprehensive and stated in specific terms and shall include the general admissions requirements of the institution, as well as additional requirements for entry into specific programs.

10.3. All institutional admissions policies shall be consistent with existing Commission ~~policies~~ rules and applicable State and Federal regulations regarding nondiscrimination.

~~10.4. Institutional admissions policies shall be submitted to the Commission for evaluation in terms of their compatibility with stated Commission policies, institutional goals and available educational programs and resources. Any amendments to general admission policies shall be submitted to the Commission prior to their actual implementation at the institutional level. The Commission shall be notified of any amendments to admission policies prior to implementation at the institution.~~