



**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

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12/1/2014 11:36:12 AM

OFFICE OF
WEST VIRGINIA SECRETARY OF STATE

**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE
(Page 1)**

AGENCY **Higher Education Policy Commission**
RULE TYPE **Procedural** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **133-**
RULE NAME **Standards and Procedures for Undergraduate Admission at Four-Year Colleges and** **23**
Universities
CITE AUTHORITY **18B-1-1A**

COMMENTS LIMITED TO
Written

DATE OF PUBLIC HEARING

LOCATION OF PUBLIC HEARING

DATE WRITTEN COMMENT PERIOD ENDS
Wednesday, December 31, 2014 5:00 PM

WRITTEN COMMENTS MAY BE MAILED TO
Dr. Paul L. Hill
Chancellor
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East
Charleston, WV 25301

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes
Cindy L Anderson -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 133-23



Rule Id: 9666



Document: 26398



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**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE
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AGENCY **Higher Education Policy Commission**
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RULE NAME **Standards and Procedures for Undergraduate Admission at Four-Year Colleges and** **23**
Universities
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PROVIDE A BRIEF SUMMARY OF YOUR PROPOSAL

Rule has been amended to more closely align with the high school equivalency testing examinations of the WV Department of Education and to revise language regarding delivery of developmental education and international assessment.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 1)

AGENCY **Higher Education Policy Commission**
RULE TYPE **Procedural** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **133-**
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Universities
CITE AUTHORITY **18B-1-1A**

SUMMARIZE IN A CLEAR AND CONCISE MANNER WHAT IMPACT THIS MEASURE WILL HAVE ON COSTS AND REVENUES OF STATE GOVERNMENT.

N/A

Cindy L Anderson -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 2)

AGENCY **Higher Education Policy Commission**
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CITE AUTHORITY **18B-1-1A**

FISCAL NOTE DETAIL -- SHOW OVER-ALL EFFECT IN ITEM 1 AND 2 AND, IN ITEM 3, GIVE AN EXPLANATION OF BREAKDOWN BY FISCAL YEAR, INCLUDING LONG-RANGE EFFECT.

| Effect Of Proposal | Current Increase/Decrease (use ' - ') | Next Increase/Decrease (use ' - ') | Fiscal Year (Upon Full Implementation) |
|--------------------|--|---------------------------------------|---|
|--------------------|--|---------------------------------------|---|

ESTIMATED
TOTAL COST

PERSONAL SERVICES

CURRENT EXPENSES

REPAIRS AND
ALTERATIONS

ASSETS

OTHER

| | | | |
|-----------------------------|---|---|---|
| ESTIMATED TOTAL REVENUES | 0 | 0 | 0 |
|-----------------------------|---|---|---|

Cindy L Anderson -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 3)

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 RULE NAME **Standards and Procedures for Undergraduate Admission at Four-Year Colleges and** **23**
Universities
 CITE AUTHORITY **18B-1-1A**

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT). PLEASE INCLUDE ANY INCREASE OR DECREASE IN FEES IN YOUR ESTIMATED TOTAL REVENUES.
N/A

Cindy L Anderson -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 4)

AGENCY **Higher Education Policy Commission**
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CITE AUTHORITY **18B-1-1A**

PLEASE IDENTIFY ANY AREAS OF VAGUENESS, TECHNICAL DEFECTS, REASONS THE PROPOSED RULE WOULD NOT HAVE A FISCAL IMPACT, AND OR ANY SPECIAL ISSUES NOT CAPTURED ELSEWHERE ON THIS FORM.

N/A

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Cindy L Anderson -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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FORM 12 -- BRIEF SUMMARY AND STATEMENT OF CIRCUMSTANCES (Page 1)

AGENCY **Higher Education Policy Commission**
 RULE TYPE **Procedural** **AMENDMENT TO EXISTING RULE** **Yes** TITLE-SERIES **133-**
 RULE NAME **Standards and Procedures for Undergraduate Admission at Four-Year Colleges and** **23**
Universities
 CITE AUTHORITY **18B-1-1A**

SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN RULE AND STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE.

Rule has been amended to more closely align with the high school equivalency testing examinations of the WV Department of Education and to revise language regarding delivery of developmental education and international assessment.

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes
Cindy L Anderson -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



Title-Series: 133-23



Rule Id: 9666



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TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 23
STANDARDS AND PROCEDURES 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 universities.

1.2. Authority.--West Virginia Code §18B-1-1A; 18B-1-4.

1.3. Filing Date.--~~February 7, 2013~~

1.4. Effective Date.--~~March 8, 2013~~

1.5. Repeal of Former Rule .-- Repeals and replaces Title 133, Series 23 which had an effective date of ~~June 1, 2007~~ March 8, 2013.

§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 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 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 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, 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.

§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~~ are “pre-college” courses ~~and 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.

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

3.6. A ~~General Education Development (GED)~~ High School Equivalency diploma is a diploma issued by a state department of education based upon a satisfactory score earned on ~~the GED~~ a nationally recognized test approved by the Commission ~~test prepared by the General Educational Testing Service as an agent of the American Council on Education.~~

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.

3.9. International Baccalaureate Diploma Program 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.

§133-23-4. Regular Admission Standards.

4.1. Students may be admitted on a regular admission basis at colleges and universities which offer bachelor’s degrees if they have a) an approved high school diploma, a minimum 2.0 high school grade-point average (GPA), and an ACT composite score of at least 18; b) meet ~~GED~~ high school equivalency exam requirements and have an ACT composite of at least 18; or c) have a high school diploma and a minimum high school GPA of 3.0.

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 may be substituted for the ACT. SAT scores will be converted to ACT equivalents by using an appropriate conversion chart authorized by the Chancellor. These students will not be required to take the ACT at a later time.

§133-23-5. Conditional Admission Standards.

5.1. Conditional admission may be granted in instances where 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. Students who do not meet the GPA or ACT standards, but who demonstrate the potential to complete an undergraduate program may be admitted conditionally with the stipulations listed below. Institutions are expected to 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. As necessary, students must enroll in the required developmental education program in the first semester of enrollment and maintain continual enrollment until all developmental 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. Return to the institution is subject to institutional policy.

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

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

6.1. In addition to GPA and ACT 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 English (including English 12CR and courses in grammar, composition, and literature)

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

6.1.c. 4 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 not be acceptable as meeting the required 4 mathematic course core requirements.

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

6.1.e. 1 Arts

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

6.2. Institutions are authorized to 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 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 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 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. 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/or 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. Official high school transcripts or an official High School Equivalency diploma or Commission approved high school equivalency test ~~GED~~ 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 institution 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 ~~GED~~ 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. In addition to the above, 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. 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 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.