

WEST VIRGINIA

SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #2

FILED

AUG 6 9 52 AM '96

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: State College System Board of Directors TITLE NUMBER: 131

RULE TYPE: Procedural; CITE AUTHORITY WV Code 18B-1-1e

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 51

TITLE OF RULE BEING PROPOSED: Preparation of Students for College

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON Sept. 5, 1996 AT 4:30 p.m.

ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS.

Dr. Clifford Trump
Chancellor
State College System of WV
1018 Kanawha Blvd., East, Suite 700
Charleston, WV 25301

THE ISSUES TO BE HEARD SHALL BE LIMITED TO THIS PROPOSED RULE.



ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

4.20

DEPARTMENT OF EDUCATION AND THE ARTS
Office of the Secretary

State Capitol Bldg. 1, R-151
Charleston, West Virginia 25305
Telephone: (304) 558-2440
Fax No.: (304) 558-1311

Gaston Caperton
Governor

Barbara Harmon-Schamberger
Cabinet Secretary

August 1, 1996

The Honorable Ken Hechler
Secretary of State
State Capitol Building
Charleston, WV 25305

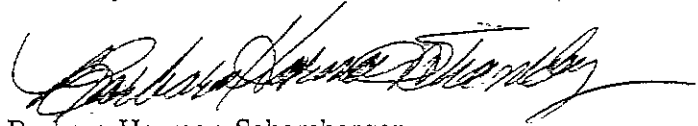
Dear Secretary Hechler,

I hereby grant consent as required pursuant to WV Code §5F-2-2 for the promulgation of the following procedural rule of the State College System Board of Directors:

Title 131, Series 51: Preparation of Students for College

A copy of the rule is attached.

Sincerely,



Barbara Harmon-Schamberger
Secretary

BHS:mc

Attachment

cc: Dr. Clifford Trump
Dr. John Thralls

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

**TITLE 131
PROCEDURAL RULE
STATE COLLEGE SYSTEM OF WEST VIRGINIA
BOARD OF DIRECTORS
SERIES 51**

TITLE: PREPARATION OF STUDENTS FOR COLLEGE

SUMMARY:

Senate Bill 300, *Jobs Through Education Act*, includes a provision that directs the Board of Directors of the State College System and the University System Board of Trustees to develop, in consultation with the West Virginia Board of Education and Jobs Through Education Employers panel, a joint rule on preparing students for college. The rule is to address the minimum expected knowledge, skill and competency a student must possess to be prepared for college; ways to communicate this information to students, parents, and educators; and ways to assure that teacher education programs prepare educators to prepare students for college.

**TITLE 131
PROCEDURAL RULE
STATE COLLEGE SYSTEM OF WEST VIRGINIA
BOARD OF DIRECTORS
SERIES 51**

TITLE: PREPARATION OF STUDENTS FOR COLLEGE

SECTION 1. GENERAL

- 1.1 Scope - This rule sets forth minimum levels of knowledge, skill and competency a student needs to possess to be prepared for college and establishes processes for communicating this information and procedures for assuring that teacher education programs prepare educators in getting K-12 students ready for college.
- 1.2 Authority - W. Va. Code §18B-1-1e
- 1.3 Filing Date -
- 1.4 Effective Date -

SECTION 2. PURPOSE

- 2.1 The purpose of this rule is to implement the provisions of W. Va. Code §18B-1-1e which call for the State College and University Systems of West Virginia to develop a joint rule on preparation of students for college. The goals are for public higher education to collaborate with public education to achieve the following:
 - 2.1.1 To assist students in the planning and preparation for success in college and other post-secondary education if their education major interests require such formal education after high school;
 - 2.1.2 To establish the minimum expected level of knowledge, skill and competency a student must possess to be prepared fully for college or other post-secondary education at state institutions of higher education;

- 2.1.3 To implement a method for communicating the minimum level of knowledge, skill and competency to students, parents, educators and counselors in the public schools, and admission officers, advisers and faculty in the higher education institutions; and
- 2.1.4 To assure that the teacher preparation programs in state institutions of higher education prepare educators to, at a minimum, deliver instruction necessary to prepare students fully for college and other post-secondary education or gainful employment.

SECTION 3. ASSISTING STUDENTS IN PREPARING FOR COLLEGE

- 3.1 The state colleges and universities shall work collaboratively with schools to increase educational opportunities and standards for potential college students and to increase the number of students who complete the core curriculum. Among these efforts will be institutional initiatives to:
 - 3.1.1 Improve ACT/SAT scores of incoming high school students;
 - 3.1.2 Increase the percentage of high school students going to college;
 - 3.1.3 Track students over age of 25;
 - 3.1.4 Provide more opportunities for high school students to complete college courses while still in high school; and
 - 3.1.5 Increase retention of students after they enter college.
- 3.2 The state colleges and universities in collaboration with the K-12 schools shall conduct college awareness programs that reach students from the elementary grades through high school. These programs shall provide opportunities to visit the college, to meet faculty, and to learn the importance of motivation and achieving academic excellence. Students in the eighth grade should be encouraged to take the academic core courses during their high school years. It is important that the institutions work with school officials, counselors, parents and teachers to disseminate information effectively on preparing for success in college.

SECTION 4. MINIMUM LEVELS OF KNOWLEDGE, SKILL AND COMPETENCY NEEDED FOR COLLEGE

- 4.1 Though levels of preparation, knowledge and skills needed for success in a particular academic program may vary, there are certain minimal knowledge

and skill levels students should possess on entering a higher education institution. In order to attain these levels, students should be encouraged to take rigorous coursework in high school and to complete the core curriculum.

4.2 Essential skill areas and minimum levels of attainment needed on entering college are:

4.2.1 English

A student will be able to:

- Demonstrate proficient use of English punctuation and spelling;
- Demonstrate proficiency in grammar and usage, including the ability to write complete, grammatical sentences with some variety in syntax; and
- Write an essay with a central idea or thesis, an introduction, body, and conclusion; paragraphs with topic sentences and supporting details; appropriate word choice; and clear flow of ideas from one part to another.

4.2.1 Reading

Proficient reading skills are essential for success in every academic field, particularly humanities, social sciences, and natural sciences. A successful college student must be able to:

- use word analysis to determine the meaning of unfamiliar words;
- use context clues to determine the meaning of unfamiliar words;
- read for the main idea;
- read for information;
- make inferences;
- understand figurative language;
- draw conclusions and predict outcomes;
- generalize; and
- evaluate ideas.

4.2.3 Mathematics

Algebra and geometry serve as gatekeepers to successful college work. Students who successfully complete algebra and geometry in high school are more likely to enter college and complete college than other students. An entering college student must be able to:

- simplify numerical expressions and evaluate algebraic expressions;
- represent problems and solve linear algebraic equations, systems of equations, and inequalities;
- use the laws of exponents and simplify square roots;
- factor polynomials by applying various methods;
- graph linear equations by the slope-intercept, point-slope, and x and y intercept methods;
- add, subtract, multiply, and divide rational expressions;
- solve quadratic equations with real roots by factoring, completing the square, and using the quadratic equation.;
- apply the Pythagorean Theorem in solving practical problems and in deriving the special right angle ratios;
- develop basic concepts of analytical geometry such as formulas for distance, slope, and midpoint;
- collect, organize, and interpret data using graphs, charts, and tables.

4.2.4 Communication

Good skills in communication are important for success in college. A student must be able to:

- Listen attentively;
- Speak effectively, either individually or in a group setting;
- Demonstrate effective non-verbal communication, such as maintaining eye contact;
- Demonstrate good “people skills,” including the resolution of conflicts and confrontational situations.

4.2.5 Critical Thinking, Analysis, Reasoning

It is important that a beginning college student possess the ability to analyze, reason and think critically. These complex skills are essential to all academic areas, but are particularly crucial to success in the natural sciences and social studies. A student must have at least minimal skills to:

- Understand and interpret data;
- Evaluate conflicting viewpoints;
- Demonstrate creative thinking and problem solving;
- Solve problems rationally; and
- Demonstrate “common sense.”

4.2.6 Technological Literacy

The ability to use computers and other forms of telecommunication technology is no longer a luxury. It is a necessity. A student must be able to:

- Keyboard effectively;
- Use computers for word processing and other academic tasks; and
- Use technology to communicate and to be an active participant in the information age.

4.2.7 Citizenship

It is vital that a beginning college student exhibit good citizenship behavior. While what constitutes good citizenship may be somewhat nebulous, it is clear that a basic understanding of the rights and responsibilities of living in a democratic society is an important part of the educational process. A successful student must be able to:

- Demonstrate an appreciation of democratic values and responsible participation in governing processes;
- Learn to work with others;
- Understand and appreciate diversities among people, groups, and nations; and
- Learn to be respectful of personal dignity.

4.3 Core Curriculum

There is strong evidence that students who complete a rigorous core curriculum in high school perform better in college than those who do not. In 1983, the National Commission on Excellence in Education stated that all high school students should complete at least:

- Four units of English;
- Three units of mathematics (Algebra I and higher);
- Three units of social studies; and
- Three units of science.

The Commission also recommended one-half unit of computer science and two units of foreign language for students planning to attend college. A 1996 study by the Southern Regional Education Board confirmed the importance of completion of a core curriculum. The study revealed:

- Students who take more challenging mathematics courses know more mathematics;
- Students know less about subjects they do not study;
- Students who complete a college preparatory curriculum score higher on college admissions and college placement tests;
- Students who complete a more challenging vocational curriculum like the one recommended in SREB's *High Schools That Work* program perform better and score higher on a national assessment than those who complete a more traditional vocational program; and
- Students who complete a core academic program earn better grades in college courses than those who do not, and fewer of them need to take remedial courses.

Students should complete the core curriculum to assure the likelihood of success in college.

SECTION 5. COMMUNICATING KNOWLEDGE, SKILL AND COMPETENCY LEVELS

- 5.1 The state colleges and universities shall expand collaborative efforts with the K-12 schools in making available information on minimum levels of knowledge, skill, and competency that are necessary for successful preparation for college.
- 5.1.1 State College and University System initiatives described in Section 3.1 of this rule will be effectively implemented in collaborating counties.
- 5.1.2 System publications on minimum knowledge, skill and competency levels will be issued and disseminated to students, parents, educators and counselors, as well as to admission officers, advisers and faculty in the state colleges.
- 5.1.3 The State College and University System Boards, using information generated from the public schools electronic portfolio system, shall communicate annually to the West Virginia Board of Education and the Legislative Oversight Commission on Education Accountability the number of graduates from the public schools in the state by high schools who are accepted in the last calendar year for enrollment at each of the state institutions of higher education within one year of graduation, whose electronic portfolio indicated readiness for college or other post-secondary education, and those whose knowledge, skill

and competency were below the minimum expected levels for full preparation as defined by the governing boards. The higher education boards also shall report the areas in which the knowledge, skill and competency of the students were below the minimum expected level.

SECTION 6. TEACHER PREPARATION PROGRAMS

- 6.1 Teacher preparation programs in the state colleges and universities shall be designed so that educators completing the programs will be able to deliver instruction to K-12 students that will adequately prepare them fully for college or other post-secondary education or gainful employment.
- 6.2 Each college or university with a teacher preparation program will submit a report to the chancellor by June 30, 1997 on how its teacher preparation program will carry out the charge in Section 6.1 of this rule.

FISCAL NOTE FOR PROPOSED RULES

Rule Title: 131-51 Preparation of Students for College

Type of Rule Legislative Interpretive ✓ Procedural

Agency State College System Board of Directors

1. Effect of Proposed Rule	ANNUAL		FISCAL YEAR		
	Increase	Decrease	Current	Next	Thereafter
Estimated Total Cost	\$	\$	\$	\$	\$
Personal Services					
Current Expense					
Repairs and Alterations	N/A	N/A	N/A	N/A	N/A
Equipment					
Other					

2. Explanation of above estimates

There will be no direct cost increases that result from the implementation of this rule. It is likely, however, that the rule will stimulate other changes, e.g. expanded assessment programs and expanded admission standards which at a later date would have cost implications.

3. Objectives of these rules

The major objective is to implement the statutory goals of identifying knowledge, skill and competency essential for high school graduates to succeed in college.

4. Explanation of Overall Economic Impact of Proposed Rule

A. Economic Impact on State Government

N/A

B. Economic Impact on Political Subdivisions; Specific Industries; Specific groups of citizens.

N/A

C. Economic Impact on Citizens/Public at Large

N/A

Date:

7/25/96



Signature of Agency Head or Authorized Representative