



WEST VIRGINIA SECRETARY OF STATE

MAC WARNER

ADMINISTRATIVE LAW DIVISION

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Office of West Virginia
Secretary Of State

**NOTICE OF FINAL FILING AND ADOPTION OF A LEGISLATIVE EXEMPT, INTERPRETIVE OR PROCEDURAL
RULE**

AGENCY: Higher Education Policy Commission TITLE-SERIES: 133-23

RULE TYPE: Procedural Amendment to Existing Rule: Yes Repeal of existing rule: Yes

RULE NAME: Standards, Procedures, and Placement for
Undergraduate Admissions at Four-Year Colleges
and Universities

CITE STATUTORY AUTHORITY: 18B-1-6

This rule is filed with the Secretary of State. This rule becomes effective on the following date:

August 31, 2024

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENT IS 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 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 23
STANDARDS, 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 the State's public universities.

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

1.3. Filing Date. -- July 31, 2024.

1.4. Effective Date. -- August 31, 2024.

1.5. Former Rule. -- Amends Title 133, Series 23, dated 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 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.

2.3. This rule applies to undergraduate admissions at the State's public universities. Standards for students enrolled in associate degree programs at universities authorized by the West Virginia Council for Community and Technical College Education to grant associate degrees shall be at least as rigorous as those at the community and technical colleges.

2.4. 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. 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 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.

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

3.8. 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 if they:

4.1.1. Have earned a 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; or

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

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

4.2. Universities may substitute SAT scores for ACT scores by using a conversion chart authorized by the Chancellor to convert the SAT scores to ACT equivalents. Universities shall not require 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:

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

4.5.2. Records of nontraditional learning experiences;

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

4.5.4. 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), the IB diploma, and the West Virginia Seal of Biliteracy;

4.5.5. Universities shall not require students who hold a valid West Virginia Seal of Biliteracy to take a proficiency or placement exam for a foreign language. The West Virginia Seal of Biliteracy may count toward six credit hours of a foreign language in the postsecondary setting; and

4.5.6. 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 in instances where students do not meet adopted multiple measures for regular admission 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 in accordance with the stipulations listed below. Institutions 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, students shall enroll in co-requisite college-level courses. As necessary, students must enroll in the required co-requisite courses in the first semester of enrollment and maintain continual enrollment until all 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.

5.2. The percentage of first-time, baccalaureate degree-seeking students enrolled conditionally at each institution shall not exceed 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 and communicate it to all institutions.

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

6.1. In addition to adopted multiple measures requirements, students must successfully complete the following minimum academic core unit requirements prior to the initial period of enrollment:

6.1.1. Four English (including courses in grammar, composition, and literature);

6.1.2. Three Social Studies (including U.S. studies/history);

6.1.3. 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 are not acceptable as meeting the required four mathematics core requirements;

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

6.1.5. One Arts; and

6.1.6. Two World Language (two units of the same world language; sign language is also acceptable) or the West Virginia Seal of Biliteracy.

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

6.2.1. Universities may waive academic core unit requirements for admission to their institution.

6.2.2. Students admitted with a waiver under the provisions of this section must satisfy any of the curricular deficiencies by successfully completing commensurate college coursework prior to degree completion.

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

7.1. Students seeking transfer admission to a state university must be 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 baccalaureate program must meet the regular institutional criteria for transfer admission. Students with at least 24 transferable credit hours are exempt from meeting regular admission standards outlined in Section 4 of this 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 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, official high school equivalency diploma, or Commission approved high school equivalency test scores. 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 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. Universities may require health and immunization records before or after admission into the institution depending on institutional policy.

9.4. Neither regular nor conditional admission ensures 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 rules and applicable State and Federal regulations regarding nondiscrimination.