



Admission Standards Policy

First-Year, Transfer and Graduate and Professional Admissions

Effective: August 1, 2022¹

¹ See Appendix A for a summary of revisions since the policy's adoption in 1994.

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WASHINGTON PUBLIC BACCALAUREATE ADMISSION STANDARDS POLICY

The Washington public baccalaureate admission standards policies apply to first-year, transfer, and graduate and professional students. Standards are designed to ensure students are well-prepared to be successful in achieving their postsecondary educational goals.

The admission standards policy at a minimum must include, per RCW 28B.77.020(7)(a):

- A requirement that coursework in American Sign Language or an American Indian language satisfies any requirement for instruction in a language other than English that is established as a general undergraduate admission requirement.
- Encouragement of the use of multiple measures to determine whether a student must enroll in a precollege course, such as placement tests, the SAT/ACT, high school transcripts, college transcripts, or initial class performance.

For an additional summary of the legislative background, policy review and revisions, see Appendix A.

FIRST-YEAR STUDENT ADMISSION STANDARDS POLICY

The First-Year Student Admissions Policy applies to first-year students defined, for the purposes of this Policy, as students who:

- Earn a high school diploma or equivalent, and
- Enroll in college with fewer than 40 quarter/26 semester credits of college-level coursework, or
- Enroll in college with 40 or more quarter/26 or more semester hours of college-level credit or an Associate's degree and enter a public baccalaureate institution directly from high school.

Running Start and other dual-credit earning students must still meet the minimum college admission standards. All students who answer yes to at least one of the following statements are considered first-year students:

1. I plan to enter college in the summer or fall after graduating from high school.
2. I participated in a Washington recognized dual credit program where I earned college credit while in high school, and I plan to enter college directly after graduating from high school (regardless of how many college credits I have earned or will earn or if I have earned an Associate's degree while in high school).

3. I have never attended college since leaving high school, regardless of my age or whether I ever graduated.

1.1 FIRST-YEAR STUDENT ADMISSION POLICY

Students enrolling in a Washington public baccalaureate institution must meet, at a minimum, the following college/university admission requirements:

- A 2.0 high school grade point average; and
- Completion of College Academic Distribution Requirements (CADRs).

Minimum Grade Point Average

Students must attain a minimum, non-weighted cumulative grade point average of 2.0 on a 4.0 scale. Graduates of high schools not using a grading system would be exempt from the GPA minimum requirement but must submit equivalent measures of performance as determined by the college or university.

Course Requirements

The [College Academic Distribution Requirements \(CADRs\)](#) are the minimum number of high school credits required in six subject areas students must earn to be eligible for non-alternative admission consideration by public baccalaureate institutions.

The school district is responsible for determining which of its high school courses meet CADR guidelines, and for ensuring those courses are identified with "B" designations on students' transcripts. Students should consult with their local high school to obtain complete information about CADRs.

Note: generally, special education courses do not qualify as CADRs. For a special education class to be classified as a CADR, the course must be fully aligned with grade level learning standards for the course represented.

If a baccalaureate institution raises a question about a specific course, the Washington Student Achievement Council (WSAC) will work with the district and the baccalaureate institution to reach a resolution.

Students, in general, earn one credit by completing one full academic year of coursework. School districts may use alternative scheduling that permits students to earn a full credit in a given subject area in less than a single academic year. School districts may also use mastery-based assessments to award credit.

College credit equivalents may be used for CADR credits not earned in high school. Dual enrolled students who complete five quarter credits or three semester credits of college-level coursework have earned the equivalent of one CADR credit.

In addition, pre-college courses in English and math may be equivalent to CADR courses provided they are designed to meet the same learning outcomes as the high school course for which they substitute.

- 5 college quarter credits = 1 CADR credit.
- 3 college semester credits = 1 CADR credit

Finally, students are encouraged to take a minimum of three credits of CADR courses each year of high school, including the senior year. The complete CADR guidance, including how CADRs can be met in high school as well as college, can be found [here](#). A brief overview of CADRs is provided below:

English Language Arts (4 Credits)

Four credits of English language arts are required. Must include three credits of college preparatory coursework, including literature and composition (may include Bridge to College English). One credit of elective English may be included.

Mathematics (3 Credits)

Three credits of mathematics are required. These credits must include Algebra I, Geometry, and Algebra II or Integrated Math I, Integrated Math II, and Integrated Math III, or higher level mathematics.

Senior Year Math-based Quantitative Course

Students are required to take a math-based quantitative course during their senior year. This requirement is to ensure students continue to participate in rigorous math during their senior year, a main predictor of postsecondary success. Examples of a math-based quantitative course include additional math (such as Bridge to College Mathematics, statistics or applied math), algebra-based science, math-based career and technical courses, or AP computer science. Students who have completed math beyond Algebra II or Integrated Math III, prior to the senior year, are exempt from this requirement.

Science (3 Credits)

Three credits of science are required. Two credits must be earned in lab courses, including one algebra-based course and one course in biology, chemistry, or physics. A single course may meet multiple requirements. For example, a biology, chemistry, or physics course may also be lab-based. The third credit does not need to be lab based.

Social Sciences (3 Credits)

Three credits of social sciences are required. These credits must be earned in history or any of the social sciences. Examples include anthropology, contemporary world problems, economics, geography, government, political science, psychology, or sociology.

World Languages (2 Credits)

Two credits of the same world language are required. Examples include Spanish, French, Japanese, American Sign Language, and American Indian languages. Additional World Language coursework is encouraged. Some institutions will require three credits to meet college graduation requirements.

Arts (1 Credit)

One credit of art is required. This credit must be earned in fine, visual, or performing arts. Substitution of one credit from another CADR subject area is allowed. However, some institutions limit the waiver—students should check with the admissions offices at the institutions to which they plan to apply.

1.2 ALTERNATE FIRST-YEAR STUDENT ADMISSION POLICY

First-year students may be admitted under the alternative admission policy. There are two options within the alternative first-year student admission policy to admit students who may not meet the 1.1 First-Year Students Admission Policy.

Option 1: Alternate First-Year Student Admission Standards

All students are eligible under Option 1. A first-year student must meet all the following standards:

1. Follow the institution's test-optional policy or be granted a waiver of the assessment requirement;
2. Submit a transcript showing achievement of a 2.0 high school grade point average or a passing score on a Washington approved high school equivalency test;²
3. Complete high school course requirements as required in the 1.1 First-Year Students Admission Policy, with no more than three CADR credits waived; and
4. Present evidence of success outside the classroom and strong motivation to succeed in college as determined by the college or university.

Option 2: Alternate First-Year Student Admission Standards

Only students 25 or older who enter a baccalaureate institution are eligible under Option 2. An applicant 25 years of age or older who is seeking initial enrollment to a public baccalaureate

² Details about high school equivalency tests: <https://www.sbctc.edu/colleges-staff/programs-services/basic-education-for-adults/hse-ged.aspx>

institution as a first-year student may be offered an admission if the student meets a minimum of two of the following requirements:

1. Follow the institution's test-optional policy or be granted a waiver of the assessment requirement.
2. Submit a transcript showing the achievement of a 2.5 high school grade point average or a passing score on a Washington approved high school equivalency test.
3. Write an essay demonstrating critical thinking and communication skills.
4. Present evidence of success outside the classroom and strong motivation to succeed in college as determined by the college or university.

FIRST-YEAR ADMISSION POLICIES, PROCESSES AND PRACTICES

Holistic Assessment of Applications for Admission

Each Washington public baccalaureate institution considers the whole student in the admissions review process. This is referred to as holistic assessment of applications for admissions (holistic admissions). Holistic admissions consider grades, courses – both the type and the level at which taken - and assessments, along with other information to make an admissions decision. This may include leadership in activities outside of the school environment or other examples a student may provide. For more information see Appendix C.

The First-Year Student Admission Standards Policy aligns with institutional holistic admissions in the following ways.

- Every application goes through a holistic assessment process, even if the student applying has not met the admissions standards policy.
- If a student has not met the College Academic Distribution Requirements, the student can still be offered provisional acceptance to an institution and make up coursework in the first year of college.

Students have flexibility within the standards. For more information see 1.2 Alternate First-Year Student Admission Policy.

Standardized Test Policies Regarding Admissions Exams

Beginning fall 2021, all of Washington's public baccalaureate institutions permanently changed policies pertaining to SAT and ACT criteria. These changes built on the historical role of SAT and ACT assessment, which had been a small component in the long-standing holistic review process of Washington's public baccalaureate institutions, allowing institutions to adopt policies focused on factors more predictive of postsecondary success, such as a student's GPA and academic history.

If a student chooses to submit official SAT or ACT test score(s), the scores must be sent directly to the college or university to which a student is applying.

Standardized test policies must be implemented consistently and fairly. Institutions will choose one standardized test policy. A standardized test policy may include, but are not limited to the following:

Test Not Considered: Institutions do not consider test scores, nor are test scores considered at any point in the admissions review process, even if a student chooses to submit a test score. No additional, alternative measure of college readiness is required in place of a test score.

Test Not Required: Institutions do not consider test scores in the admissions review process, even if a student chooses to submit a test score (see *test not considered* above). However, test scores may be considered for placement, entry into Honors program, and/or scholarship awards.

Test Optional: Students may choose to submit test scores to strengthen an application. Not submitting test scores will not disadvantage a student. In place of a test score, students who apply may be required to submit additional and alternative measures of college readiness such as successful completion of dual credit coursework, exams, or scores on high school college readiness assessments.

Students are encouraged to reach out directly to individual institutions to ask questions. The standardized test policy for each individual institution can be found in Appendix C, along with links to institutional resources related to admissions.

Institutions must provide a copy standardized test policies for admissions exams to the Washington Student Achievement Council prior to changes to an existing policy or implementation of a new policy.

Guaranteed Admissions

Some of Washington’s public baccalaureate institutions have guaranteed admissions policies in place. When a student meets a set of institutionally identified criteria, a student is guaranteed admission to the baccalaureate institution. Students must apply to the institution and complete additional steps as required by the college or university. While policies differ by institution, all Washington public baccalaureate institution guaranteed admissions programs require students to complete course requirements and earn a GPA above the minimum GPA required in the First-Year Admission Standards Policy to be eligible for guaranteed admissions. For more information see Appendix C.

Challenging and Advanced Coursework in High School

Washington’s public baccalaureate institutions believe college is for everyone that wants to go. College requires preparation, commitment, and organization. Preparation for college includes participation and completion of challenging and advancing high school curriculum. Advanced courses are a way students can explore the intersection of their academic and personal interests and begin to prepare for life after high school and develop a sense of self.

Together Washington’s public baccalaureate institutions recognize multiple high school paths and programs which provide:

- College and preparatory college experiences for students in high school.
- Emphasize the role and value of learning.
- Support access to, enrollment in and successful completion of rigorous coursework in high school.
- Address issues of equity and access.
- Encourage intentional participation, through unbiased student focused advising in alignment with a student’s personal, career and educational goals and interests with an emphasis on learning and fit, including academic readiness, preparation, and student post-high school goals.

Students are encouraged to enroll and complete the most rigorous, quality, and relevant high school curriculum a student is ready and prepared to undertake, taking full advantage of the diverse options available throughout middle and high school. Washington’s public baccalaureate institutions look at the whole student and a student’s journey up to the point a student applies to one of the state’s public baccalaureate institutions.

Admissions to college is competitive. It is strongly encouraged students aim to earn at a minimum three credits of CADR courses each year of high school, including in the senior year.

Dual Credit

Dual credit is one of many opportunities for exposure, experience, and preparation for college in high school. Dual credit programs provide students with an introduction to college including coursework, study habits, college culture, course content and expectations. Washington's public baccalaureate institutions do NOT prioritize one dual credit program (i.e., Running Start, College in the High School (CiHS), Career Technical Education (CTE) Dual credit, Advanced Placement (AP), International Baccalaureate (IB) or Cambridge International (CI)) over another in the admissions review process.

Dual credit programs offer a pathway between K-12 and higher education that gives students a strong start in their first year of college.

Dual Credit Concurrent Enrollment Courses

Dual credit concurrent enrollment programs provide an opportunity for students to enroll both in high school and college. Credit is earned at the same time for the college course from a college or university and recorded on a student's high school transcript as high school credit. In Washington, concurrent enrollment programs include Running Start, CiHS and CTE Dual Credit. Students participating in dual credit concurrent enrollment programs are required to meet the CADR requirement regardless of the number of college credits earned.

College-level courses may substitute for CADRs. A college-level course is defined as a course that is 100-level or above. Dual credit concurrent enrollment students who complete five quarter credits or three semester credits of college-level coursework earn the equivalent of one CADR credit.

- 5 college quarter credits = 1 CADR credit.
- 3 college semester credits = 1 CADR credit

Pre-college courses in English and math may be equivalent to CADR courses provided the course is designed to meet the same learning outcomes as the high school course for which the course substitutes. However, it is important to note pre-college courses are **NOT** transferable to a college or university.

Mastery-Based Assessment

Mastery-based credit is earned through mastery-based learning as defined in [WAC 180-51-051](#), "students advance upon demonstrated mastery of content; competencies include explicit, measurable, transferable learning objectives that empower students; assessments are meaningful and a positive learning experience for students; students receive rapid, differentiated support based on their individual learning needs; and learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions."

Mastery-based credit by Washington public baccalaureate institutions is awarded solely based on a high school student meeting a preset level of proficiency on a set of standards regardless of the time required to meet the standard.

Mastery-based assessments use evidence a student has acquired the skills and knowledge equivalent to what would be expected after completing a course. Mastery-based assessments are an alternative to the traditional path of completing a course or credit through “seat time.” Assessments of students’ mastery may be used to establish course or credit completion.

Instead of letter grades, terms may be used to describe mastery. These terms may include *met standard*, *exceeded standard*, or *not met standard*. Students may earn mastery-based credit without completing a course by demonstrating proficiency of knowledge acquired outside of a classroom setting.

For mastery-based learning resources see Appendix B.

World Languages

High school students may meet the CADR World Language requirement by passing a district-approved mastery assessment consistent with the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, or the Washington State Seal of Biliteracy (RCW 28A.300.575).

Course Equivalencies or Two-for-One Courses

Course equivalencies or two-for-one courses may be used to fulfill CADR course or credit requirements. A two-for-one course is a single course that fulfills more than one high school graduation requirement.

An example of a course equivalency is the Principles of Technology course, which may count as both a lab science and Occupational Education.

Middle School Courses

Students may meet high school requirements with courses completed in middle school, provided the courses are: (1) part of a sequence which is successfully continued in high school, or (2) the course is included on the high school transcript as a high school level course.

An example of middle school course that would meet the requirement is Spanish I and Spanish II completed in middle school and Spanish III and Spanish IV completed in high school.

TRANSCRIPT DESIGNATIONS

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

Because the term *core course* may have different meanings depending upon context, College Academic Distribution Requirements are used to describe courses that meet the WSAC First-Year Admissions Standards Policy and, therefore, should carry the “B” designation on the transcript.

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

The following exceptions are allowed:

- The senior year math-based quantitative course may have a “Q” designation.
- The “V” designation is used for students who were granted a waiver for courses during the COVID-19 pandemic school closures, indicating no grade earned and no credits earned because “course credit requirement waived under the [Graduation Requirements Emergency Waiver \(Chapter 180-11 WAC\)](#)³.” The waiver is used to waive the total credits attempted by a student for a specific course. The waiver cannot be used to waive partial credits.

TRANSFER STUDENT ADMISSION STANDARDS POLICY

2.1 TRANSFER ADMISSION POLICY

The transfer admissions policy applies to students defined, for the purposes of this Policy, as students who:

- Enter college with 40 or more quarter credits/26 or more semester credits of college-level coursework. Credits or an Associate’s degree earned as part of a Washington dual credit program do not meet this requirement.

Students who have attended any college since leaving high school are transfer students.

Transfer students should reach out to potential transfer institutions for information and requirements for admission. For state-level transfer resources see Appendix C.

³ More information on the State Board of Education’s COVID-19 waiver can be found at <https://www.sbe.wa.gov/our-work/graduation-requirement-emergency-waiver-program>

GRADUATE AND PROFESSIONAL ADMISSION STANDARDS POLICY

3.1 GRADUATE AND PROFESSIONAL ADMISSION POLICY

Students seeking admission to a graduate or a professional degree program at a Washington public baccalaureate institution must meet at a minimum the following college or university admission requirements:

- A minimum cumulative GPA of 3.0 (or equivalent measures of performance if a graduate of an institution with no grading system) for those credits earned at the institution **awarding the bachelor's degree.**
 - **Note:** Students may have earned credits used towards a bachelor's degree from multiple institutions. **The 3.0 GPA requirement only requires that the cumulative GPA be reviewed from the degree granting institution.**
 - If a student's cumulative GPA from the degree granting institution is lower than a 3.0 and the student has credits earned from multiple institutions, the student's GPA may automatically be recalculated to include additional transcripts. If this recalculation results in a 3.0, the student has met the minimum GPA requirement. If this recalculation does not result in a 3.0, students can still be admitted using Alternate Standards – see section 3.2.

AND

- Earned a Bachelor's degree from a nationally recognized postsecondary institution with institutional accreditation from the following approved accreditation agencies or equivalent for international institutions: Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission (HLC), Middle States Commission on Higher Education (MSCHE), New England Commission of Higher Education (NECHE), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) or WASC Senior College and University Commission (WSCUC) college or university.

3.2 ALTERNATE GRADUATE AND PROFESSIONAL ADMISSION POLICY

Students may be admitted to a graduate or a professional degree program under the alternative admission policy. There are two options within the alternative graduate student admission policy to admit students who may not meet the 3.1 Graduate and Professional Admission Policy.

Option 1: Alternate Admission Standards for students who do not meet the minimum GPA requirement

Students who do not meet the minimum 3.0 GPA graduate or professional program requirement may be admitted as determined by the college or university department or program. Programs can determine their own agreed upon method of assessment for alternate standard admissions, but **the student must meet at a minimum one of the following requirements:**

1. Submit satisfactory scores on the GRE, GMAT, or another approved test.
2. Write an analytical essay demonstrating critical thinking skills.
3. Write a statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study.⁴
4. Present evidence of professional success in a field relevant to the proposed area of study.
5. Complete an admissions interview either in-person or via phone or web.
6. Successful completion of a provisional period of enrollment based on conditional admissions.

Option 2: Alternate Admission Standards for students who do not have a bachelor's degree from a nationally recognized postsecondary institution with institutional accreditation or an equivalent from international institutions as defined in section 3.1, but who have significant professional experience⁵.

Students with increasingly responsible professional experience in the field for which they are applying may be admitted to a Washington public baccalaureate graduate or professional program. **The student must have significant professional experience and meet at a minimum two of the following requirements:**

1. Submit a transcript showing 100 level course work or higher with the achievement of a 3.0 grade point average for at least 90 quarter hours or 60 semester hours.
2. Submit satisfactory scores on the GRE, GMAT, or other approved test.
3. Write an analytical essay demonstrating critical thinking skills.
4. Write a statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study.

⁴ Note: An analytical essay typically is focused on a student's academic pursuits and interest, while a statement of intent includes information about a student's personal journey.

⁵ Criteria for significant professional experience is determined by individual institutions and their graduate or professional program(s).

5. Complete an admissions interview either in-person or via phone or web.
6. Successful completion of a provisional period of enrollment based on conditional admissions.

GRADUATE AND PROFESSIONAL ADMISSION POLICIES, PRACTICES AND PROCESSES

Bachelor of Applied Science Degrees

Washington's graduate and professional degree programs recognize Bachelor of Applied Science (BAS) degrees earned at a Washington community or technical community college. Bachelor of Applied Science degrees are evaluated on a case-by-case basis by the graduate or professional degree program or department for admissions.

ANNUAL ADMISSION STANDARDS POLICY REVIEW PROCESS

In recognition of the changing educational landscape prompted by COVID-19, the WSAC Admissions Standards Policy will undergo a full review process with WSAC and all stakeholders as required in RCW 28B.77.020(7)(a) on an annual basis beginning in spring 2021 and ending in 2023. After 2023, the review will take place semi-annually (every other year).

Note: the 2023 review process will begin in winter 2023 to support institutional timelines, shifting from a spring review process.

Considerations for the winter 2023 review include:

- Review and provide additional guidance regarding CADR courses including but not limited to CTE, Lab Science, Senior Year Quantitative Math, and Special Education courses;
- Developing consistencies on transcripts from K-12;
- Easier access to student transcripts for colleges/universities; and
- Additional learning on how Bachelor of Applied Sciences (BAS) degrees earned at a Washington community or technical college are evaluated during admissions processes by the graduate, professional degree program or department for admission to graduate study.

APPENDIX A: SUMMARY OF LEGISLATIVE CONTEXT AND THE REVIEW AND REVISIONS OF THE ADMISSIONS STANDARDS POLICY

Legislative Context

The Washington Student Achievement Council, in accordance with [RCW 28B.77.020\(7\)\(a\)](#), sets minimum college admission standards for Washington public baccalaureate institutions, in collaboration with “appropriate state agencies and stakeholders,” including the State Board of Education (SBE), the Office of the Superintendent of Public Instruction (OSPI), the State Board for Community and Technical Colleges (SBCTC), the Workforce Training and Education Coordinating Board, and the four-year institutions of higher education, including the Council of Presidents (COP).

The admissions standards policy must include at a minimum:

- A requirement that coursework in American Sign Language or an American Indian language satisfies any requirement for instruction in a language other than English that is established as a general undergraduate admission requirement.
- Encouragement of the use of multiple measures to determine whether a student must enroll in a precollege course, such as placement tests, the SAT, high school transcripts, college transcripts, or initial class performance.

Summary of Admissions Standard Policy Review and Revisions

- In 1994, admission standards policies were initially adopted by the Higher Education Coordinating Board. Additional revisions were adopted in 1998, 2007, 2009 and 2010.
- In 2015, WSAC conducted a formal review and revision of the policy in collaboration with COP, public baccalaureate provosts, registrars and admissions officers, SBE, SBCTC, ICW, and OSPI. The primary goal of the 2015 revision was to foster alignment between K-12 assessment requirements, high school graduation requirements, and four-year public college admission requirements, maintaining all admissions pathways in a single policy. To achieve this goal, the following revisions were made:
 - Increase admission exam options by allowing for test-optional policies.
 - Add a third credit in science to align with a change in the high school graduation requirements. Does not need to be lab-based. (Effective summer and fall 2021).
 - Add Advanced Placement (AP) Computer Science as a course which may fulfill the senior year quantitative math requirement. (Effective immediately in 2016. Statutory change occurred in 2013. [RCW 28A.230.097](#)).

- Add language that Bridge to College English Language Arts may fulfill one credit of literature, composition or elective English and Bridge to College Mathematics may fulfill the senior year math-based quantitative course requirement.
- In 2020, in response to the COVID-19 public health emergency, the Admission Standards Policy was revised in collaboration with WSAC, COP and public baccalaureate admissions officers on March 31, 2020 and again on April 27, 2020 to allow for institutional flexibility for academic years 2020-21 and 2021-22. The updated policy:
 - Removed the 15% cap for the number of first-year students that can be admitted using alternate standards.
 - Allowed institutions to go short-term test optional, test blind, or test not required without submitting anything in writing to WSAC.

Additionally, the Graduate Admission Standards Policy was revised on November 23, 2020 to allow for institutional flexibility for academic years 2020-21 and 2021- 22. The updated policy:

- Removed the 10% cap for the number of graduate or professional degree students that can be admitted to an entering class.
- In spring 2021, the Admissions Standards Policy (Policy) underwent a full review process with all key stakeholders. This review was inclusive of the full Policy, including undergraduate, transfer, and graduate admissions. Key changes made to the Policy included:
 - First-Time Student Admissions Policy Standard
 - Broadened the definition of test-optional policies to include test blind and test not required and to allow for more student and institutional flexibility by removing the requirement for alternative assessments in place of test scores.
 - Permanently removed the 15 percent cap for the number of first-year students that can be admitted using alternate standards.
 - Graduate and Professional Admissions Policy Standards
 - Permanently removed the 10 percent cap for the number of graduate or professional degree students that can be admitted to an entering class.
 - Additional context was added to the Policy to improve clarity and increase understanding of the Policy and the admissions review processes for Washington’s public baccalaureate institutions.

These changes were made permanent, in recognition of various factors:

- The long-term impact of COVID-19 on student course taking and learning outcomes requires the need for permanent flexibility in the college admissions review process.
- Washington’s public baccalaureate institutions have moved away from using a quantitative approach, such as the Academic Index, in the admissions review process, in favor of a holistic admissions approach. In holistic admissions a major consideration is the depth and rigor of a student’s high school curriculum. The 15 percent cap for students to be admitted using alternative standards is an increasingly arbitrary limit in the context of holistic admissions.
- In spring 2022, the Admissions Standard Policy (Policy) underwent a full review process with key stakeholders. This review was inclusive of the full Policy, including undergraduate, transfer, and graduate admissions. Key changes made to the Policy included:
 - Undergraduate:
 - Added language to clarify that, in general, special education courses do not qualify as CADR. For a special education class to be classified as a CADR, the course must be fully aligned with grade level learning standards for the course represented.
 - Updated the “V” designation for the State Board of Education’s COVID-19 waiver remains active for the duration of the waiver program.
 - Renamed the Standardized Test Policies (formerly “test optional policies”) and provided updated definitions for *test not considered* (formerly “test blind”), *test not required*, and *test optional* to provide additional clarity.
 - Graduate
 - Revised Option 2: Graduate Alternate Admission Standard
 - Added language to include international students.
 - Adjusted the requirements noting that a student must have significant professional experience, as defined by the institution or graduate program.
 - Determined review process will begin in Winter 2023, instead of Spring, to better align with institutional timelines.

APPENDIX B: ADDITIONAL RESOURCES

College Academic Distribution Requirements (CADRs)

[This resource](#) contains detailed information about the college academic distribution requirements. Student can meet these requirements through high school coursework or college coursework.

Washington Public Baccalaureate Institution Dual Credit Information

Washington's public baccalaureate institutions believe dual credit is an opportunity for a high school student to prepare for and gain experience for college while in high school. It is one form of advanced high school coursework, among others, including advanced high school courses and honors programs. More information about dual credit and Washington's public baccalaureate institutions can be found [here](#).

Washington Statewide Transfer Agreements

For more than 45 years Washington's public baccalaureate institutions; community and technical colleges; and private, nonprofit four--year colleges and universities have worked together to provide students with clearly identified, direct pathways from two--to four--year institutions. The backbone of the transfer system in Washington state is the Direct Transfer Agreement (DTA) associate degree, which generally satisfies the lower division general education requirements at all of the state baccalaureate institutions and most of the private, nonprofit schools. The collaboration that established the DTA also led to the development of the commonly accepted Associate of Science. For more information on transfer, please visit the Washington Student Achievement Council Transfer web [page](#).

Washington K-12 Mastery-Based Crediting

The [State Board of Education \(SBE\) has mastery-based crediting rules](#) and [the Washington State School Directors' Association \(WSSDA\)](#) provides sample policies and procedures for districts on mastery-based credit, including and recommended assessment tools for World Language assessment, as well as assessment processes for English Language Arts, Math, Science, Social Studies, Physical Education and Health, and The Arts.

Mastery-based crediting (MBC) is an approach used in schools to award credit to individual students based on their prior knowledge or other demonstration of mastery of learning standards. Alternatively, [mastery-based learning \(MBL\)](#) represents a bigger shift in approach from the traditional model. Learn more about the difference between mastery-based credit and mastery-based learning in Washington: [Mastery-based Learning Work Group 2021 Report](#) (pg. 29).

APPENDIX C: STANDARDIZED TEST POLICIES, HOLISTIC REVIEW PROCESSES, GUARANTEED ADMISSIONS POLICIES BY INSTITUTION

College/University & Website	Standardized Test Policy	Admissions Review Process – Holistic Assessment	Automatic/Guaranteed Admissions
Central Washington University (CWU)	<p>Test optional.</p> <p>The SAT or ACT is not required for admission of all first-year applicants. However, these test scores are used for placement in math or English courses. If students do not send in test scores, they can take a placement instead.</p>	<p>Applicants with a 2.50 - 2.99 cumulative GPA (on a 4.0 scale) who have satisfied the CADR requirements will be considered for admission through a comprehensive review process, which takes into consideration: high school GPA, high school grade trends and course rigor. A personal statement may be required.</p> <p>Applicants with a 2.00 - 2.49 cumulative GPA (on a 4.0 scale) who have satisfied the CADR requirements will be considered for admission through a comprehensive review process, which takes into consideration: high school GPA, high school grade trends and course rigor. A personal statement is required.</p> <p>Applicants who do not meet the CADR requirements will be considered for admission through a comprehensive review process which takes into consideration: high school GPA, personal statement, high school grade trends and course rigor. If students send in SAT or ACT scores those can also be considered. Students are not disadvantaged for low test scores.</p>	<p>CWU automatically admits students if they:</p> <ol style="list-style-type: none"> 1) Have a cumulative high school GPA of 3.0 (or higher) on a 4.0 scale 2) Have satisfied the College Academic Distribution Requirements (CADRs) <p>Applicants must complete their application prior to March 1 for fall quarter to guarantee their admission and February 1 for tuition scholarship consideration.</p> <p>No personal statement or essay required.</p>

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Eastern Washington University (EWU)	<p>Test not considered.</p> <p>Students do not need to submit test scores to be considered for admission or automatic scholarships. EWU will not use test scores when making an official admissions decision, awarding an automatic scholarship offer, or determining eligibility for the Honors Program.</p>	<p>EWU will review an applicant's grades from high school and college, the rigor of their courses, their senior year class schedule, and their responses to optional Honors Program essays.</p> <p>To be considered for admissions to EWU, applicants must have at least a 2.0 cumulative GPA in high school and any applicable college work.</p>	<p>EWU automatically admits students if they:</p> <ol style="list-style-type: none"> 1) Have a cumulative high school GPA of 3.0 (or higher) on a 4.0 scale 2) Have satisfied the College Academic Distribution Requirements (CADRs) <p>Students still must submit their application, an unofficial transcript, and final transcripts (after graduation).</p>
The Evergreen State College	<p>Test optional.</p> <p>Students do not need to submit test scores, but if they choose not to, must submit an alternative. Submitted test scores will be considered along with all the information provided in a student's application. Instead of submitting test scores, students can submit an essay answering a specific prompt.</p>	<p>Applications will receive a holistic review by the Admission Committee, and all submitted materials will be considered. The Admission Committee consists of experienced faculty and staff qualified to assess college readiness.</p> <p>Cumulative grade point average, grade trend, college preparatory curriculum (CADRs), and the Application Statement OR test scores are used in making an admission decision. Should the Committee need additional information to make a decision, a member of the Admissions staff will contact the applicant.</p>	<p>Evergreen automatically admits students if they:</p> <ol style="list-style-type: none"> 1) Have a cumulative high school GPA of 3.0 (or higher) on a 4.0 scale. 2) Have satisfied the College Academic Distribution Requirements (CADRs) <p>Students still must submit their application, final transcripts (after graduation).</p>
University of Washington (Seattle campus)	<p>Test not required.</p> <p>Visit https://admit.washington.edu/apply/ for more information.</p>	<p>Visit https://admit.washington.edu/apply/ for more information.</p>	<p>Not applicable.</p>
University of Washington – Tacoma (UW Tacoma)	<p>Test not required.</p> <p>Visit https://www.tacoma.uw.edu/admissions for more information.</p>	<p>Visit https://www.tacoma.uw.edu/admissions for more information.</p>	<p>Not applicable.</p>

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University of Washington – Bothell (UW Bothell)	<p>Test not required.</p> <p>Visit https://www.uwb.edu/admissions for more information.</p>	<p>Visit https://www.uwb.edu/admissions for more information.</p>	<p>Not applicable.</p>
Washington State University (WSU) – all campuses	<p>Test not considered.</p> <p>Beginning with the Fall 2022 admission cycle, the Washington State University (WSU) system, including all campuses, will neither require nor use test scores for admission consideration.</p>	<p>Factors considered in first-year student admission include: unweighted grade point average, the strength of the high school course work (including senior year course work), grades the student has earned, and any improvements they have made in their academic performance. Although letters of recommendation are not required, they are taken into consideration if they are helpful in speaking to the student's academic potential and abilities. Based on these criteria, the most qualified applicants are offered admission.</p>	<p>WSU offers guaranteed admission to all first-year applicants who have met the following criteria:</p> <ol style="list-style-type: none"> 1) Have a minimum unweighted high school GPA of 3.0 or higher 2) Have satisfied the College Academic Distribution Requirements (CADRs) by the time of enrollment at WSU.
Western Washington University (Western)	<p>Test optional.</p> <p>Students are not required to submit test scores to apply for admission. If they choose to submit scores, Western will consider them as part of their holistic review process of all application material. Materials for review include transcripts, activities, resume, essay, and personal statements.</p> <p>Every application for admission will receive full consideration for Admissions and merit scholarships, independent of whether Western has a test score on file for the applicants. Applicants applying to Western's Honors program, or who are interested in the Woodring College of Education, should know that test scores will be considered as part of those programs' review processes.</p>	<p>Materials Western reviews in the application process includes:</p> <ul style="list-style-type: none"> • Transcripts: Grade trends and level and difficulty of courses are the most significant factors in Western's admission decisions. • Activities resume: The activities list helps reviewers understand how the applicant spends their time. Applicants provide a list of their most meaningful activities and achievements in high school, including community involvement, volunteer experience, employment, athletics, extracurricular clubs, arts, family responsibilities. • Essay: The essay is an applicant's chance to give a snapshot of who they are—voice, experiences, goals. The essay is reviewed for both admission and scholarship purposes. • Personal statements. Reviewers are looking for applicants who are academically prepared and will actively contribute to Western's campus community and use a holistic approach when reviewing applications. Their review process also considers school and community involvement, special talent, multicultural experiences, strength of character, and personal circumstances. 	<p>Western offers guaranteed admission to applicants to have met the following criteria:</p> <ol style="list-style-type: none"> 1. Have a minimum 3.0 cumulative unweighted GPA 2. Have satisfied the College Academic Distribution Requirements (CADRs). <p>Applications and official transcripts must be received by January 31 for guaranteed admission consideration for the fall term.</p>