

## COMMITTEE ON ACADEMIC AFFAIRS AND POLICY

May 21, 2014

- 9:00 a.m. – 9:05 a.m.      **Welcome and Introductions**
- 9:05 a.m. – 9:35 a.m.      **2014 Roadmap Action Update**
- *Ensure High School Graduates are Career and College Ready*
    - Update on use of Smarter Balanced Assessment Consortium
    - Discussion of Changes to Minimum College Admission Standards
  - *Streamline and Expand Dual Credit and Dual Enrollment*
    - Update on Dual Credit Progress
- 9:35 a.m. – 10:00 a.m.      **Other Activities**
- State Authorization Reciprocity Update
  - Rule Making:
    - Degree Authorization Rules
    - Residency Rule
- 10:00 a.m. – 10:30 a.m.      **Discuss Prioritization of other Roadmap Actions**
- Align postsecondary programs w/employment opportunities
  - Provide greater access to work-based learning opportunities
  - Respond to student, employer and community needs
    - Meeting Roadmap Goals
    - Capacity Analysis
  - Leverage technology to improve student outcomes

**Agreement on the use of the Smarter Balanced 11<sup>th</sup> grade career and college readiness assessment for placement in Washington higher education institutions**

1. As part of the Washington implementation of the new Common Core State Standards for college- and career-readiness, the community and technical college system and the public and private baccalaureate institutions are being asked to endorse the placement agreement described in detail on the following page.
2. This statewide agreement offers Washington high school students the opportunity to establish their readiness for college-level coursework when entering higher education institutions in Washington, based on their scores on the 11<sup>th</sup> grade Smarter Balanced assessment.
3. The agreement represents Washington higher education's commitment to improving student college readiness by supporting the implementation of the Common Core State Standards in the state. Over time the goal is to increase the number of students enrolling directly into college courses without remediation by
  - a) offering students an early opportunity to know whether they are ready for college-level academic work,
  - b) providing an incentive for achieving the Common Core standards as reflected in the Smarter Balanced assessment, and
  - c) creating alternatives for students if necessary to use their senior year more effectively in getting ready for college-level work.
4. If adopted the agreement will be in effect for all Washington higher education institutions opting to endorse the recommendations and will apply to the high school graduating classes of 2016 through 2018. It will be reconsidered formally in winter 2018 based on student performance data.
5. The agreement applies **only** to college readiness and placement considerations for Washington high school students admitted to and enrolling directly after high school graduation.
6. A cross-sector policy work group drafted initial recommendations in fall 2013. Comments were taken throughout winter quarter 2014 from system groups and key stakeholders; the work group then revised the recommendations and produced this proposed agreement.
7. Key community and technical college system groups, including the Instruction Commission and the Washington State Student Services Commission are being asked to endorse the agreement this spring prior to the final language being presented to WACTC in May.
8. WACTC will sign the agreement on behalf of the community and technical college system as a whole; baccalaureate institutions will sign individually.

Please contact Bill Moore (360-704-4346, [bmoore@sbctc.edu](mailto:bmoore@sbctc.edu)) if you have any questions.

*Washington  
Core to College Project*

**Agreement on the use of the Smarter Balanced 11<sup>th</sup> grade career and college readiness assessment for placement in Washington higher education institutions**

SBAC Score Level	Mathematics Recommendations Placement Options Available Based on Score	English Recommendations Placement Options Available Based on Score
For students scoring at level 4 on the 11 <sup>th</sup> grade assessment...	Any entry college-level math course through pre-calculus I	An entry college-level English course (including but not limited to English Composition or its equivalent)
For students scoring at level 3 on the 11 <sup>th</sup> grade assessment...	<ul style="list-style-type: none"> <li>➤ An entry college-level terminal math course not on the calculus pathway</li> <li>➤ An entry-level calculus pathway math course, <u>contingent</u> on a B or better in a calculus pathway class in the senior year of high school</li> </ul>	An entry college-level English course (including but not limited to English Composition or its equivalent)
For students scoring at level 2 (below “college-ready”) on the 11 <sup>th</sup> grade assessment...	An entry college-level terminal math course not on the calculus pathway, <u>contingent</u> on a B or better in the statewide math college readiness/transition course <sup>1</sup> or through local institutional processes (transcript, high school GPA, additional testing, etc.)	An entry college-level English course (including but not limited to English Composition or its equivalent), <u>contingent</u> on a B or better in a statewide English senior year college readiness/transition course <sup>2</sup> or through local institutional processes (transcript, high school GPA, additional testing, etc.)
For students scoring at level 1 (below “college-ready”) on the 11 <sup>th</sup> grade assessment...	Additional placement information, determined by local institutional processes (transcript, high school GPA, additional testing, etc.), needed for all entry-level courses	Additional placement information, determined by local institutional processes (transcript, high school GPA, additional testing, etc.), needed for all entry-level courses
Placement options apply to students who...	go directly into higher education after high school, i.e., the fall term of the academic year following their high school cohort graduation.	go directly into higher education after high school, i.e., any term (fall/winter/spring) during academic year following high school cohort graduation.

**NOTES:**

1. For all levels in math, placement into more advanced courses than designated in the agreement will depend on additional local institutional placement processes (transcript, high school GPA, additional testing, etc.).
2. For level 2 math, course placement into a specific non-calculus pathway course may be determined by additional local institutional processes (transcript, high school GPA, additional testing, etc.).
3. For math, colleges may require additional placement information for initial entry into college-level math courses beginning in the winter term of the entry year following high school graduation. For both math and English individual colleges may also extend the time period for honoring the scores for placement.

<sup>1</sup> College readiness/transition course for students heading toward college math not on the calculus pathway currently being designed collaboratively by higher education faculty and high school teachers (to be offered at pilot site districts in 2014-15, available at scale in 2015-16)

<sup>2</sup> Year 12 English college readiness/transition course currently being designed collaboratively by higher education faculty and high school teachers (to be offered at pilot site districts in 2014-15, available at scale in 2015-16)



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Exhibit E

May 2, 2014

Ms. Maud Daudon, Chair  
Washington State Achievement Council  
917 Lakeridge Way SW  
Olympia, WA 98502

Dear Chair Daudon and Members of the Student Achievement Council:

As you know, since 2006, the State Board of Education has undertaken efforts to strengthen high school graduation requirements in Washington State. The Board was motivated by a belief that all students have a right to be held to high standards of academic achievement, and that the high school diploma should prepare students for college and career.

We are pleased to share with you that, effective with the graduating class of 2019, high school graduation requirements are changing to reflect a career and college-ready framework. Included among these important changes is a requirement that all students complete three credits of science, two of which must be laboratory science courses.

In the initial stages of seeking these improvements to high school graduation requirements, the State Board of Education and the former Higher Education Coordinating Board shared a belief that the CADR requirements (College Academic Distribution Requirements used for minimum college entry) should be increased if the 24-credit framework were ever implemented, to foster alignment between the two systems of education.

In light of this exciting new development in implementing a career and college-ready diploma in Washington State, the Board is asking the Council to consider modifying the CADR requirements to include a third credit of science. We believe this is in the best interests of all students, but would also provide an excellent example of our two boards working together to foster policy alignment between K-12 and higher education.

On behalf of the State Board of Education,

Dr. Kristina Mayer, Chair  
State Board of Education

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-010 Purpose.** The Degree-Granting Institutions Act, chapter 28B.85 RCW requires that degree-granting institutions operating in Washington obtain authorization from the ((higher education coordinating board)) Washington student achievement council, unless specifically exempted from the authorization requirement by the act. This chapter is declared by the ((board)) council as a supplement to the act in order to establish necessary regulations for the authorization of degree-granting institutions.

The purpose of the act is to ensure fair business practices and adequate quality among degree-granting institutions operating in the state of Washington and to protect citizens against substandard, fraudulent, and deceptive practices.

AMENDATORY SECTION (Amending WSR 09-20-033, filed 9/30/09, effective 10/31/09)

**WAC 250-61-020 Applicability.** A degree-granting institution shall not operate, conduct business, grant or offer to grant any academic courses or degree programs unless the institution has obtained authorization from the ((board)) council, been granted a waiver of the requirements of authorization, or been determined by the ((board)) council to be exempt.

The act applies to:

(1) Institutions granting or offering to grant degree programs and/or academic credit courses either at or from a location within the state; and

(2) Institutions maintaining or advertising a Washington location, mailing address, or telecommunications number for any purpose or any function of a degree-granting institution other than contact with the institution's former students; and

(3) Institutions specifically targeting Washington citizens with promotion of their degree programs and/or academic credit courses.

The act does not apply to degree programs and academic credit courses offered exclusively from outside the state through individual and private interstate communication.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-030 Delegation and ((board)) council supervision.** Unless otherwise indicated, the ((board)) council delegates authority for administering the act and these rules to the executive director.

Actions taken pursuant to these rules by the executive director or designee shall be subject to supervision by the ((board)) council.

Such actions shall be reported periodically to the ((board)) council for its review.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-040 Duties of executive director.** In addition to other administrative responsibilities vested in the executive director of the (~~higher education coordinating board~~) Washington student achievement council under the act and this chapter, the executive director shall carry out the following administrative responsibilities:

(1) Process authorization applications, fee payments, bonds or security deposits, to include the denial and issuance of authorization, signed by the executive director or designee.

(2) Cause the payment of any unsatisfied final judgment against an authorized institution, from the resources available through the institution's surety bond or other security deposit.

(3) Upon written notice from an authorized institution, release the surety on the institution's bond or return the institution's security deposit, as prescribed in RCW 28B.85.070.

(4) In the event of impaired liability of the security, notify the institution of suspension until the security liability in the required amount, unimpaired by unsatisfied judgment claims, shall have been furnished.

(5) To the extent that there is a payment, release the security to the extent of the payment.

(6) Establish and maintain all records called for under the provisions of the act and this chapter.

(7) Maintain a current inventory of degree-granting institutions authorized or exempted under this chapter, including student complaints against such institutions.

AMENDATORY SECTION (Amending WSR 12-09-037, filed 4/11/12, effective 5/12/12)

**WAC 250-61-050 Definitions.** The definitions set forth in this section are intended to supplement the definitions in chapter 28B.85 RCW and shall apply throughout this chapter.

(1) "Act" means the Degree-Granting Institutions Act, chapter 28B.85 RCW.

(2) "~~(Board)~~ Council" means the Washington (~~higher education coordinating board~~) student achievement council.

(3) "Executive director" means the executive director of the (~~board~~) council or the executive director's designee.

(4) "Accrediting association" means a national or regional accrediting association that is recognized by the (~~board~~) council and the Secretary of the U.S. Department of Education.

(5) "Degree-granting institution" means an entity that offers educational credentials, instruction, or services prerequisite to or indicative of a degree.

(6) "College" means an institution which offers two-year and/or four-year programs culminating with associate and/or baccalaureate degrees. In some instances, a college may also offer first professional degree programs and/or graduate programs culminating with master's degrees.

(7) "University" means a multiunit institution with varied educational roles including instruction, promotion of scholarship, preservation and discovery of knowledge, research and public service. Such institutions provide a wide range of undergraduate and graduate studies, programs in professional fields, and may also provide programs leading to a doctorate.

(8) "Private vocational school" means a nonpublic entity that offers postsecondary programs designed to prepare individuals with the skills and training required for employment in a specific trade, occupation, or profession related to the educational program.

(9) "Seminary" means an institution which offers one or more professional programs to candidates for the ministry, rabbinate, or priesthood.

(10) "Degree" means any designation, appellation, letters, or words including but not limited to "associate," "bachelor," "master," "doctor," or "fellow" which signify or imply satisfactory completion of the requirements of an academic program of study at the postsecondary level.

(11) "Associate degree" means a lower division undergraduate degree that requires no fewer than 60 semester hours or 90 quarter hours.

(12) "Bachelor's degree" or "baccalaureate degree" means an undergraduate degree that requires no fewer than 120 semester hours or 180 quarter hours.

(13) "Master's degree" means a graduate degree that requires no fewer than 24 semester hours or 36 quarter hours beyond the baccalaureate degree.

(14) "Doctor's degree" or "doctorate" means a postgraduate degree that requires no fewer than 60 semester hours or 90 quarter hours beyond the baccalaureate degree.

(15) "False academic credential" means a document that signifies or implies satisfactory completion of the requirements of an academic program of study beyond the secondary level issued by a person or entity that:

(a) Is not accredited by a (~~board-recognized~~) council-recognized accrediting association or does not have the international equivalent to such accreditation; or

(b) Is not authorized by the (~~board~~) council; or

(c) Has not been exempted or granted a waiver from the requirements of authorization by the (~~board~~) council.

Additionally, it can mean a credential falsely claimed to have been earned from an institution accredited by a (~~board-recognized~~) council-recognized accrediting association; authorized by the (~~board~~) council; or that has been exempted or granted a waiver by the (~~board~~) council.

(16) "Program of study" means any course or grouping of courses prerequisite to or indicative of a degree.

(17) "Resident-based instruction" means a course or series of courses or degree programs which are taught by faculty at a specific location where students physically attend the course or program.

(18) "Distance learning" means a form of educational instruction other than classroom instruction, to include, but not limited to, correspondence, video-conferencing, television, internet transmission, or other electronic communication.

(19) "Credit" means the unit by which an institution measures its course work. The number of credit assigned to a course is generally defined by the number of hours per week in class and preparation and

the number of weeks in a term. One credit is usually assigned for three hours of student work per week or its equivalent. The three hours of student work per week is usually comprised of a combination of one hour of lecture and two of homework or three hours of laboratory. Semester and quarter credits are the most common systems of measuring course work. A semester credit is generally based on at least a fifteen week calendar or 45 hours of student work. A quarter credit is generally based on at least a ten week calendar or 30 hours of student work.

(20) "Faculty" means personnel who are appointed by the institution for purposes of teaching, research, mentoring, advisory roles and/or other activities relating to the development and delivery of the instructional programs of the institution.

(21) "To operate" means but is not limited to the following:

(a) Offering courses for academic credit at any Washington location or via distance learning from a Washington location.

(b) Granting or offering to grant degrees in Washington for credit obtained within or outside the state.

(c) Maintaining or advertising a Washington location, mailing address, or telecommunications number (~~or internet server~~) for any purpose or any other function of a degree-granting institution, other than contact with the institution's former students for any legitimate purpose related to their having attended.

(d) Advertising, promoting, publicizing, soliciting or recruiting for the institution or its offerings that is targeted specifically at Washington citizens, excluding multi-institutional college fairs.

(22) "Suspend" means that, due to deficiencies, the ((~~board~~)) council interrupts for a stated time the institution's authority to recruit and enroll new students, but it may continue serving currently enrolled students for the remainder of the term. Authorization or exemption may be reinstated, provided the deficiencies have been resolved to the satisfaction of the ((~~board~~)) council.

(23) "Withdraw" means that, due to significant deficiencies or failure to meet the criteria of authorization or exemption, the ((~~board~~)) council has withdrawn the authorization or exemption granted to an institution. Upon withdrawal, the institution must cease all degree-granting operations immediately.

(24) "Accredited institution" means an institution that has been accredited by an accrediting association recognized by the ((~~board~~)) council and the Secretary of the U.S. Department of Education.

(25) "Additional program" means a degree program that:

(a) Differs in title and curriculum from any currently authorized program; or

(b) Is comprised of a curriculum that is twenty-five percent or more different in content than any currently authorized program.

(26) "Additional site" means a site at which the institution will provide both administrative services as well as educational instruction.

(27) State authorization reciprocity agreement (SARA) means an agreement among member states, districts and territories that establishes comparable standards for interstate offering of postsecondary distance education courses and programs. SARA is overseen by a national council and is administered by four regional education compacts.

**WAC 250-61-060 Exemption criteria.** No exemption from the requirements for degree authorization is considered to be permanent. The exemption granted is dependent upon the institution's maintenance of the conditions under which the exemption was granted.

The provisions of this chapter do not apply to:

(1) Honorary credentials clearly designated as such on the front side of the diploma or certificate and awarded by institutions offering other educational credentials in compliance with state law.

(2) Any public college, public university, public community college, or public technical college or institute operating as part of the public higher education system of this state.

(3) Institutions that have received institutional accreditation from an association recognized by the ((~~board~~)) council and the Secretary of the U.S. Department of Education, Provided:

(a) The institution has been continuously offering degree program(s) in Washington for fifteen years or more; and

(b) The institution was established originally within the state of Washington and has operated as the same organization continuously from that date until the present. An institution is considered to have operated as the same organization continuously if it has no significant alteration of primary location, ownership, or incorporation and no closure involving cessation of substantially all organized instructional and administrative activity; and

(c) The institution has been accredited as a degree-granting institution for ten years or more by an accrediting association recognized by the ((~~board~~)) council and the Secretary of the U.S. Department of Education, and maintains such accreditation status; and

(d) The institution maintains eligibility to participate in Title IV financial aid programs.

(4) A branch campus, extension center, or off-campus facility operating within the state of Washington, which is affiliated with an institution domiciled outside this state, Provided:

(a) It has continuously offered degree programs in Washington for fifteen years or more; and

(b) It has held separate institutional accreditation as a free-standing institution for ten years or more by an accrediting association recognized by the ((~~board~~)) council and the Secretary of the U.S. Department of Education, and maintains such accreditation status; and

(c) It maintains eligibility to participate in Title IV financial aid programs.

(5) Institutions offering instruction on a federal enclave solely to federal employees and their dependents. If the institution offers or advertises instruction for other persons, the institution shall be subject to authorization.

(6) Institutions recognized by the Washington state legislature as an accredited Washington degree-granting institution, provided the institution maintains all conditions specified in the legislation as part of the recognition.

(7) Tribally controlled Native American colleges.

(8) Institutions which offer program(s) of study whose sole stated objective is training in the religious beliefs of the controlling religious organization and/or preparation of students for occupations that are primarily church-related, Provided:

- (a) The institution's mission reflects its religious nature; and
  - (b) The institution's degree program(s) in title and abbreviation, curriculum content, and objectives reflect the strictly religious nature of the institution; and
  - (c) The institution's program(s) require a prescribed program of study, which must be successfully completed prior to the granting of a degree; and
  - (d) The institution's program(s) of study are represented in an accurate manner in institutional catalogs, web sites, and other official published materials; and
  - (e) The institution does not claim or publicize accreditation from an accrediting association that is not recognized by the ((board)) council and the Secretary of the U.S. Department of Education.
- (9) In the case of institutions which offer both religious and secular programs, the secular programs shall be subject to the requirements of chapter 28B.85 RCW.
- (10) Institutions not otherwise exempt which offer only workshops and seminars and institutions offering only credit-bearing workshops or seminars lasting no longer than three calendar days.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-063 Exemption requirements.** In order to apply for and maintain an exemption from the requirements for degree authorization, an institution must comply with the following:

- (1) The chief academic officer of the institution shall contact ((board)) council staff and arrange for a preliminary conference to discuss the exemption criteria and procedures pertaining to the request for exemption.
- (2) Any institution granted exemption from the requirements for degree authorization may be subject to periodic review by the ((board)) council to ensure that all criteria for the exemption continue to be met. The institution is to provide all information requested by the ((board)) council to assist in making this determination.
- (3) The institution shall inform the ((board)) council immediately of any proposed changes within the institution and/or its offerings that may affect the exemption granted.
- (4) The executive director may suspend or withdraw the exemption granted to an institution that fails to maintain the conditions under which the exemption was granted; engages in false advertising; or allows misleading representations to be made on its behalf. Suspension shall allow the institution a prescribed period of time to address the issues that may have brought the suspension. Withdrawal shall require the institution to cease all degree-granting activities immediately.
- (5) In the case of religious exemption, a religious institution shall be required to place the following statement in a prominent position within any catalog, general bulletins, web sites, and course schedules: "The Washington ((Higher Education Coordinating Board)) student achievement council has determined that (name of institution) qualifies for religious exempt status from the Degree-Granting Institutions Act for the following programs: (List). The ((HECB)) council makes no evaluation of the administration, faculty, business practi-

ces, financial condition or quality of the offerings by this institution. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the ((HECB)) council at P.O. Box 43430, Olympia, WA 98504-3430."

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-065 Waiver of requirements.** The executive director or the director's designee may waive or modify the authorization requirements contained in this chapter for a particular institution if the executive director or the director's designee finds that such waiver or modification will not frustrate the purposes of this chapter; and (1) that literal application of this chapter creates a manifestly unreasonable hardship on the institution; or (2) is an institution based out-of-state that provides distance learning courses and/or programs to Washington state residents under a state authorization reciprocity agreement entered into by the Washington student achievement council. No waiver granted under this chapter is permanent. The ((board)) council will periodically review institutions granted waivers and continue the waiver only if the conditions under which the waiver was initially granted remain in effect.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-070 Applicability to private vocational schools.** Degree-granting private vocational schools' programs shall be regulated pursuant to the terms of an interagency agreement between the ((higher education coordinating board)) Washington student achievement council and the work force training and education coordinating board. As stipulated in the interagency agreement, degree programs shall be regulated by the ((higher education coordinating board)) Washington student achievement council and nondegree programs shall be regulated by the work force training and education coordinating board. Copies of the agreement are available from either agency upon request.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-080 Authorization standards.** These standards form the basis for the review of an institution by the ((board)) council staff and guide the decisions of the executive director and the ((board)) council. To receive authorization, the institution shall meet all of the specific requirements of this chapter.

AMENDATORY SECTION (Amending WSR 12-09-037, filed 4/11/12, effective 5/12/12)

**WAC 250-61-085 Accreditation requirements.** An institution operating in Washington shall:

(1) Be accredited by an accrediting association recognized by the ((board)) council and the Secretary of the U.S. Department of Education; or

(2) Have applied for accreditation to an accrediting association recognized by the ((board)) council and the Secretary of the U.S. Department of Education and such application is pending before the accrediting association; or

(3) Have been granted a temporary waiver by the ((board)) council of the requirement for accreditation based upon submission of a plan for accreditation as outlined in the initial authorization application; or

(4) Have been granted an exemption by the ((board)) council of the requirement for accreditation based upon the following condition: The school has filed, and kept current with appropriate amendments, at the ((higher education coordinating board)) Washington student achievement council an affidavit by each president of two separate accredited colleges or universities accredited by an accrediting association recognized by the ((board)) council and the Secretary of the U.S. Department of Education stating that the majority of course credits offered by the unaccredited institution are generally acceptable or transferable to the accredited college or university which each president represents.

AMENDATORY SECTION (Amending WSR 12-09-037, filed 4/11/12, effective 5/12/12)

**WAC 250-61-100 Academic requirements.** (1) Educational programs. Each program shall require the completion of a prescribed program of study leading to the attainment of competence in an interdisciplinary area or specific field of study. Programs shall generally meet the guidelines or standards of an accrediting association recognized by the ((board)) council and the Secretary of the U.S. Department of Education that accredits similar programs of study.

(a) Associate degrees:

(i) An associate degree shall require at least ninety quarter credits or sixty semester credits.

(A) An associate degree intended for occupational preparation shall require, as a minimum, general education requirements that comprise a recognizable body of instruction in three program-related areas:

(I) Communications;

(II) Computation; and

(III) Human relations.

(B) The general education requirements of all other associate degrees shall be consistent with the current guidelines of the Washington inter-college relations commission.

(ii) The following associate degree designations shall be acceptable:

(A) The associate of arts (A.A.), and associate of science (A.S.) for programs which emphasize the liberal arts and sciences. These programs generally satisfy the general education requirements for a baccalaureate degree and are transfer oriented.

(B) The associate in applied technology (A.A.T.), associate in applied science (A.A.S.), associate of occupational science (A.O.S.) and other such applied or technology-related degree designations for programs which emphasize preparation for occupations at the technical level. These programs generally do not satisfy the general education requirements for a baccalaureate degree and are not transfer-oriented.

(b) Baccalaureate degrees: A baccalaureate degree shall require at least one hundred eighty quarter credits or one hundred twenty semester credits. The degree shall require a distinct major and, as a minimum, twenty-five percent of the program shall be in general education curricula.

(c) Master's degrees:

(i) A master's degree program shall require at least thirty-six quarter credits or twenty-four semester credits, specialization in an academic or professional area, and a demonstration of mastery.

(ii) The following master's degree designations shall be acceptable:

(A) The master of arts (M.A.) and master of science (M.S.) for programs which advance study and exploration in the discipline. The majority of credit for M.A. and M.S. degrees shall be at the graduate level in the major field.

(B) The master of business administration (M.B.A.), master of fine arts (M.F.A.), master of education (M.Ed.), etc. for programs which emphasize professional preparation.

(d) Doctoral degrees:

(i) Doctoral degree programs shall provide a broad range of advanced course offerings, faculty in ancillary and supporting fields, access to adequate laboratory and research facilities, and a wide range of current reference materials in the subject field. A doctoral degree shall require at least three full academic years of specialized postbaccalaureate study. To obtain a doctoral degree a student shall be required to demonstrate, through comprehensive examination, the ability to perform research at the level of the professional scholar or perform the work of a professional that involves the highest levels of knowledge and expertise.

(ii) The following doctoral degree designations shall be acceptable:

(A) The doctor of philosophy (Ph.D.) degree for programs which are oriented toward original research and require a dissertation.

(B) A professional doctoral degree (J.D., Ed.D., etc.) for programs which emphasize technical knowledge and professional competence and require either a research thesis or a project involving the solution of a substantial problem of professional interest.

(e) Distance learning program(s) of study must be comparable in content, faculty, and resources to those offered in residence, and include regular student-faculty interaction by computer, telephone, mail, or face-to-face meetings.

(f) Noncollegiate learning.

(i) Undergraduate credit for noncollegiate learning may be awarded when validated through a portfolio or similar procedure. The institution shall maintain copies of examinations, portfolios, and evaluations used in this process. Noncollegiate learning credit shall con-

stitute no more than twenty-five percent of an undergraduate degree program.

(ii) Credit awarded for noncollegiate learning at the graduate level must be consistent with the minimum standards as published by the (~~school's~~) institution's accrediting association.

(2) Faculty.

(a) Faculty shall be professionally prepared and graduates of accredited institutions and, as a group, the institutions from which they earned their degrees shall be diverse.

(b) Faculty shall be sufficient in number and kind and in the proportion of full-time and part-time positions to sustain rigorous courses, programs, and services.

(c) Faculty teaching academic courses at the undergraduate degree level shall have a master's degree in the assigned or related program area from an accredited institution. Faculty assigned to teach in vocational-technical subjects shall have educational credentials and experience compatible with their teaching assignment. Faculty assigned to teach general education courses within any undergraduate program shall have a master's degree in a related area from an accredited institution.

(d) Faculty teaching at the master's degree level in programs which emphasize advanced study and exploration in a discipline shall have an earned doctorate in a related field from an accredited institution and experience in directing independent study and research. Faculty teaching in master's programs which emphasize professional preparation shall have, as a minimum, a master's degree from an accredited institution and documented achievement in a related field.

(e) Faculty teaching at the doctoral level shall have an earned doctorate in a related field from an accredited institution and experience in teaching and directing independent study and research.

(3) Admissions. Admission requirements shall be based on the institution's objectives and consistently applied to each program of study. Through preenrollment assessments, testing and advising, the institution shall determine the readiness and ability of each student to succeed in his/her degree program. Institutions shall use only those tests reviewed and approved by the U.S. Department of Education.

High school graduation or the equivalent shall be required for undergraduate admission. A baccalaureate degree or the equivalent shall be required for admission into graduate programs. Special undergraduate admission may be granted, based on the applicant's general educational development.

(4) Enrollment contract. If an enrollment contract is utilized, the institution shall discuss all terms and provisions of the contract with the student prior to the student's execution of the contract. The contract shall contain an acknowledgment section directly above the student's signature blank for the student to acknowledge that the institution discussed all terms and provisions of the contract with the student and that the student understands all financial obligations and responsibilities.

(5) Evaluation. The institution shall provide evidence that it has procedures for continuing evaluation and improvement of educational programs, quality of instruction, and overall operations of the institution.

(a) Student, alumni, and employer evaluations of the effectiveness of the curricula shall be considered in these evaluations.

(b) The institution's chief academic officer or designee shall periodically evaluate all areas of the institution to determine their

effectiveness in fulfilling institutional objectives and meeting the standards set forth in these regulations or implied in the statute. The results of those evaluations shall be submitted to (~~board~~) council staff upon request.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-110 Student services and instructional resources requirements.** (1) Student services. The institution shall provide adequate services for students in addition to formal instruction. These services shall normally include admissions, advising and guidance, financial assistance, student records, and disability accommodation.

(a) Advising and guidance services shall be readily available to students to assist them in program planning, course selection, and other academic activities.

(b) Financial aid administration and distribution, if provided, shall be performed according to institutional, state, and federal policies.

(c) Student records shall be maintained in accordance with the guidelines established by the U.S. Department of Education.

(d) Students with disabilities shall have access to, and reasonable accommodations in, all programs for which they are qualified consistent with the provisions of the Americans with Disabilities Act.

(e) Placement services and employment opportunities, if provided, shall be accurately described.

(2) Facilities for site-based instruction.

(a) The institution shall have adequate space, facilities and equipment, instructional materials, and staff to support quality education and services.

(b) The institution shall comply with all applicable ordinances, laws, codes, and regulations concerning the safety, health, and access of all persons on its premises.

(3) Disability accommodations. The institution shall provide reasonable accommodations for students and employees with disabilities. The institution shall inform students and employees of local, state, and federal laws regarding discrimination against people with disabilities.

(4) Library. The institution shall provide adequate and accessible library resources and facilities to support the educational needs of students and faculty. If the institution, educational site, or academic center does not maintain its own library on site, it must demonstrate that it can provide sufficient library resources to meet the needs of the program(s) through a written agreement with another institution or organization, or through other mechanisms.

(5) Financial resources.

(a) The institution shall have adequate financial resources necessary to sustain its purpose and commitment to students.

(b) In the case of an institution seeking initial authorization, it shall have sufficient financial resources to sustain itself for one full academic year without the assistance of revenue from tuition and fees.

(6) Financial records.

(a) The institution shall maintain financial records in conformity to generally accepted accounting principles.

(b) The institution shall be audited annually by an independent certified public accountant according to generally accepted auditing standards.

(c) Such records shall be made available to the (~~board~~) council upon request.

(7) Recruitment and publications. All publications relating to the institution, including advertisements, catalogs, and other communications shall be accurate and not misleading. Any catalog and/or web site that is made available to students describing the educational services offered shall include the statement of authorization as provided by the (~~board~~) council upon the granting of authorization.

Authorized institutions shall not advertise or publicize that they are approved, recommended, accredited, or otherwise endorsed by the (~~board~~) council. Such institutions may only state that they are authorized by the (~~board~~) council.

(8) Transcripts and academic credentials. The institution shall provide accurate and appropriate transcripts of credit for enrolled students and diplomas for graduates.

(a) For each student, the institution shall maintain and make available a transcript that specifies the name of the institution, the name of the student, all courses completed, and an explanation of the institution's evaluation system. Each course entry shall include a title, the number of credits awarded, and a grade or written evaluation. The transcript shall distinguish credits awarded by transfer, for prior learning experience, and credit by examination.

(b) The institution shall not be required to make copies of transcripts available unless all tuition and fees and other expenses owed by the student to the institution have been paid.

(c) In addition to transcripts, the institution shall maintain records to document the performance and progress of each student, including, but not limited to: Financial transactions, admissions records, and records of interruption for unsatisfactory progress or conduct. Transcripts shall be kept permanently after a student has discontinued enrollment. All other records and accounts shall be kept for a minimum of six years after a student has discontinued enrollment.

AMENDATORY SECTION (Amending WSR 12-09-037, filed 4/11/12, effective 5/12/12)

**WAC 250-61-120 Catalog requirements.** (1) An institution granted authorization shall publish a catalog supplemented as necessary by other published materials, providing sufficient information for students to obtain an adequate understanding of the institution, its programs, policies and procedures. Institutional catalogs shall be published at least once every two years and be provided to students at the time of their enrollment. Electronic catalogs must be archived and students must have access to the archived information.

(2) An institution granted authorization shall print a statement in a prominent position in the catalog and on its web site that reads: "(Name of institution) is authorized by the Washington (~~higher education coordinating board~~-(HECEB)) student achievement council (the council) and meets the requirements and minimum educational standards

established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes (name of institution) to offer specific degree programs. The ((HECB)) council may be contacted for a list of currently authorized programs. Authorization by the ((HECB)) council does not carry with it an endorsement by the ((board)) council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the ((HECB)) council at P.O. Box 43430, Olympia, WA 98504-3430."

(3) The catalog shall include elements as required by the ((board)) council in application materials such that a prospective student may become reasonably informed about the institution, its offerings, policies and procedures.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-140 Security requirements.** The institution is required to have on file with the ((board)) council an original surety bond or other security acceptable to the ((board)) council in lieu of the bond.

(1) For institutions seeking initial authorization, the surety bond or security amount for the initial period of authorization shall be twenty-five thousand dollars.

(2) For institutions seeking renewal authorization, the surety bond or security amount shall be ten percent of the preceding fiscal year's total tuition and fee revenue received for educational services in Washington, but not less than twenty-five thousand dollars nor more than two hundred fifty thousand dollars. For private vocational schools that offer nondegree programs as well as degree programs, the amount required shall be based only on the degree program portion of its revenue from tuition and fees.

(3) Release of surety bonds and other securities shall be made in compliance with chapter 28B.85 RCW.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-160 Discontinuance or closure requirements.** (1) In the event an institution chooses to discontinue a program and/or site currently available to Washington residents, but maintain other operations, it shall notify the ((board)) council well in advance of any such proposed action and provide information to the ((board)) council pertaining to accommodations to be made for any currently enrolled students to ensure they are provided the opportunity to complete their studies.

(2) In the event an institution proposes to discontinue all its operation, the chief administrative officer of the institution shall:

(a) Notify the executive director immediately by certified mail; and

(b) Furnish enrolled students with a written notice explaining the reasons for closure and what procedures they are to follow to secure refunds and their official records, and what arrangements have been made for providing continuing instruction at other institutions; and

(c) The institution shall make all reasonable efforts to ensure that current students are provided with alternative opportunities to complete their studies; and

(d) Provide for the permanent maintenance of official records in a manner acceptable to the executive director.

In the event it appears to the executive director that the official records of an institution discontinuing its operation are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the students and the ((~~board~~)) council, the executive director may seek a court order to take possession of the records and provide for their permanent maintenance.

AMENDATORY SECTION (Amending WSR 12-09-037, filed 4/11/12, effective 5/12/12)

**WAC 250-61-170 Application requirements.** (1) Initial application.

(a) Institutions seeking initial standard authorization shall contact the ((~~board~~)) council staff to arrange for a preliminary conference to discuss the authorization criteria, application procedures and the review process.

(b) An institution shall submit a fully completed application packet using forms provided by ((~~board~~)) council staff. The application packet will not be considered complete until all required elements have been received by the ((~~board~~)) council.

(c) For standard authorization, an initial application fee in the amount of five thousand dollars is to be submitted along with the application packet. The check is to be made payable to the Washington ((~~state treasurer~~)) student achievement council.

(d) For field placement authorization, an initial application fee in the amount of two thousand dollars is to be submitted along with the application packet. The check is to be made payable to the Washington ((~~state treasurer~~)) student achievement council.

(2) Renewal application.

(a) Authorized institutions must submit an application for renewal of authorization on a biennial basis when requested by ((~~board~~)) council staff.

(b) No later than the due date provided by the ((~~board~~)) council, an institution seeking renewal must submit a fully completed renewal application packet using the forms provided by ((~~board~~)) council staff. Failure to provide all requested materials by the due date may result in temporary suspension of the institution's authorization.

(c) For standard authorization, a renewal application fee in the amount of two thousand five hundred dollars is to be submitted along with the application packet. The check is to be made payable to the Washington ((~~state treasurer~~)) student achievement council.

(d) For field placement authorization, a renewal application fee in the amount of one thousand dollars is to be submitted along with

the application packet. The check is to be made payable to the Washington (~~state treasurer~~) student achievement council.

(3) Additional program(s).

(a) If an institution proposes to offer additional program(s) of study during the current authorization period, the institution shall submit a new program application well in advance of the proposed offering.

(b) An additional program application fee in the amount of one thousand dollars per program is to be submitted along with the application packet. The check is to be made payable to the Washington student achievement council.

(c) The program(s) of study may not be offered, advertised or promoted prior to the granting of authorization.

(4) Additional site(s).

(a) If an institution proposes to offer programs at a new site in Washington, the institution shall submit a new site application well in advance of the proposed start of operations at that site.

(b) An additional site application fee in the amount of five hundred dollars per site is to be submitted along with the application packet. The check is to be made payable to the Washington student achievement council.

(c) The site may not be utilized, advertised or promoted prior to the granting of authorization.

(5) Change of ownership or control. A significant change of ownership or control of an institution shall nullify any previous authorization. The chief administrator, representing the new owner(s), shall notify the (~~board~~) council as soon as the change is known. If the chief administrator asserts in a written statement that all conditions set forth in the act and these rules are being met or will be met before offering instruction, the executive director may issue a temporary certificate of authorization for a maximum of one hundred eighty days. The new ownership shall complete an application for initial authorization and submit the application to the (~~board~~) council no later than sixty days prior to the expiration of the temporary certificate of authorization.

AMENDATORY SECTION (Amending WSR 12-09-037, filed 4/11/12, effective 5/12/12)

**WAC 250-61-180 Application review procedures.** (1) Staff analysis. Following receipt of a fully completed application, (~~board~~) council staff shall review and analyze the material submitted.

(2) Additional documentation and site visit. If (~~board~~) council staff determines it is necessary to verify or supplement the information provided in the application, the staff may require additional written documentation and/or arrange for a site visit. The expense for any site visits shall be paid by the institution applying for authorization.

(3) External consultants. At the discretion of the executive director, the expertise of other higher education experts may be used to assist in the evaluation of the documentation submitted. The cost for the services of the evaluation expert(s) shall be paid by the institution applying for authorization. The fee for such services is five hundred dollars per program per consultant, to be submitted by the in-

stitution upon request by the (~~board~~) council during the review process. The check is to be made payable to the (~~higher education coordinating board~~) Washington student achievement council.

(4) Comment period. Upon completion of a preliminary review, the (~~board~~) council shall post a notification of the request for authorization on its web site for a set period of time. Any persons having knowledge as to why the institution or its program(s) may not meet the requirements for degree authorization may provide comment to the (~~board~~) council on the proposal.

(5) Staff recommendations. After the final review has been completed, (~~board~~) council staff shall summarize its findings and develop a recommendation to the executive director regarding the application. This recommendation will take one of the following forms:

(a) That the institution be granted authorization, subject to biennial reporting and maintenance of the conditions under which authorization has been granted.

(b) That the institution be granted conditional authorization, subject to additional conditions as established by the (~~board~~) council, and maintenance of the conditions under which authorization has been granted.

(c) That the institution be denied authorization.

(6) Notification. Following the executive director's decision to authorize or deny the institution's request, a letter signifying the action shall be sent from the executive director to the chief administrative officer of the institution.

(a) The letter of authorization will serve as official authorization for the institution to operate in Washington for the specific programs and locations designated in the letter.

(b) An institution denied authorization shall be provided with an explanation as to how the institution and/or its programs failed to meet the criteria for authorization. Any institution denied standard authorization that wishes to reapply within one year of the denial date may submit a new fully completed initial application packet and pay a reapplication fee of four thousand dollars. Any institution denied field placement authorization that wishes to reapply within one year of the denial date may submit a new fully completed initial application packet and pay a reapplication fee of one thousand dollars. The check is to be made payable to the Washington (~~state treasurer~~) student achievement council.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-190 Complaints.** A student with a complaint against an authorized institution concerning loss of tuition and/or fees due to unfair or deceptive business practices by the institution shall make a reasonable effort to resolve the complaint directly with the institution. If a mutually satisfactory solution cannot be reached, the following procedure shall be pursued:

(1) Upon receipt of a written complaint that an institution has failed or is failing to comply with the provisions of the act or this chapter, and documentation that the student has made a reasonable effort to resolve the complaint directly with the institution, the exec-

utive director shall notify the institution by mail of the nature of the complaint and shall conduct an investigation.

(2) If preliminary findings indicate that a violation(s) may have occurred or are occurring, the executive director shall attempt, through mediation and conciliation, to effect compliance and bring about a settlement.

(3) If no agreement is reached, the executive director shall file a formal complaint with the ((~~board~~)) council and notify the institution of the conduct which warrants the complaint. Final resolution of the complaint shall be subject to hearing procedures provided for in this chapter and the institution may be subject to a summary suspension of its authorization, pending further proceedings for suspension, withdrawal or other actions deemed proper after the hearing.

(4) Any complaints must be filed within one year after the student's last recorded date of attendance in order to be considered by the ((~~board~~)) council. Only the student or the student's legal guardian may file a complaint on behalf of the student.

(5) Complaints may also be filed with the ((~~board~~)) council by an authorized staff member of the ((~~board~~)) council or by the attorney general.

AMENDATORY SECTION (Amending WSR 09-02-008, filed 12/29/08, effective 1/29/09)

**WAC 250-61-200 Suspension or withdrawal of authorization. (1)**

The executive director may suspend or withdraw an institution's authorization if it finds that:

(a) Any statement contained in the application for authorization is untrue; or

(b) The institution has failed to maintain the standards for authorization as detailed in the act and this chapter; or

(c) Advertising or representations made on behalf of, and sanctioned by, the institution is deceptive or misleading; or

(d) The institution has violated any provision of this chapter.

(2) The executive director may suspend the institution's authorization for a period of time if, in the executive director's judgment, the deficiencies can be corrected within the given time period. Upon suspension, the institution must immediately cease the recruitment and/or enrollment of new students. The institution may continue serving currently enrolled students for the remainder of the term. Authorization may be reinstated after any deficiencies have been resolved to the satisfaction of the ((~~board~~)) council.

(3) Authorization shall be withdrawn only after the institution has been informed in writing of its deficiencies and been given reasonable time to meet the required standards. Upon withdrawal, the institution must immediately cease all degree-granting operations. To seek reinstatement of authorization, the institution must apply for initial authorization.

(4) The executive director's and ((~~board's~~)) council's actions are subject to due process hearing procedures of the Washington Administrative Procedure Act.

**WAC 250-61-210 Hearing process.** (1) A party subject to the following actions may request a hearing:

(a) A denial of exemption from the Degree-Granting Institutions Act;

(b) A denial of authorization under the Degree-Granting Institutions Act;

(c) A cease and desist order issued under chapter 28B.85 RCW; or

(d) Other final action as defined in chapter 34.05 RCW, by the executive director that adversely affects the institution or student and which is contrary to the intent and purpose of the Degree-Granting Institutions Act or this chapter.

(2) A party must submit a request for a hearing to the executive director at the (~~board~~) council office no later than thirty days following receipt of the notice of final agency action. In the written request, the party must identify the final action in dispute and state that a hearing is requested.

(3) Any hearing called for under the act shall be conducted in accordance with the Washington Administrative Procedure Act, chapter 34.05 RCW, as follows:

(a) The presiding officer, who shall be the executive director or the hearing officer designated by the executive director, shall conduct the hearing under the provisions of chapter 34.05 RCW and shall enter an initial order under RCW 34.05.461 (2) through (9).

(b) The (~~board~~) council shall review the initial order under RCW 34.05.464 and either enter a final order or remand the matter for further proceedings under RCW 34.05.464(7).

(c) If the challenged agency action is upheld, the party that initiated the hearing process shall pay the costs of the administrative hearing within sixty days following final disposition of the matter.

(d) Any further review of final action must be taken in accordance with RCW 34.05.510 et seq.

### College admission requirements set by the Washington Student Achievement Council

The Washington Student Achievement Council (WSAC) has responsibility to: *establish minimum admission standards for four-year institutions, including a requirement that coursework in American Sign Language or an American Indian Language, shall satisfy any requirement for instruction in a language other than English that the board or the institutions may establish as a general undergraduate admissions requirement.* (RCW 28B.76.290)

The WSAC and the State Board of Education (SBE) met in 2010 to adopt changes to their respective requirements, which will foster alignment between high school graduation requirements and four-year public college admission requirements.

College Academic Distribution Requirements (CADRs) refer to college admissions criteria established by the WSAC. The term differs from high school graduation requirements that are determined by the SBE and local school districts.

Courses meeting CADR are determined by the school district and noted on the transcript with the "B" designation.

Students who plan to attend a four-year college or university should be aware of both sets of requirements.

### Freshmen Admission Policy

This overview of freshmen admission requirements applies to all applicants to the public four-year colleges who enter directly from high school, and/or students who enter college with fewer than 40 credits of college-level coursework or equivalent.

Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of college-level credit, who enter a public baccalaureate institution directly from high school, must meet **minimum college admission standards**:

- **CADR** – (College Academic Distribution Requirements)
- **2.0 Minimum GPA**
- **Official SAT/ACT** test scores sent directly to the college or university (*Fee waivers for these tests are available – consult with your high school counselor*).

### Notes on CADR and Admission Standards

CADR reflect the minimum number of credits required in six subject areas that students must earn to be eligible for routine admission consideration by four-year public baccalaureate institutions.

Meeting the minimum college admission standards does not guarantee admission to a public baccalaureate institution.

Therefore, students are encouraged to go beyond meeting minimum college admission standards to improve their chances for gaining entry to a public baccalaureate institution. Students should obtain admission information from the institution they wish to attend.

### Comprehensive Review of Applications for Admission

Currently, each of the public baccalaureate institutions employs a comprehensive or holistic review process for at least a portion of their applicants. Holistic review is an additional means of ensuring student access.

In cases where students do not meet the minimum college admission standards, the policy provides for alternative admission policies which may be more appropriate for certain students. Each student is encouraged to contact the admissions office of the institution they wish to attend if they have questions.

**All K-12 and college personnel who advise students on admission to public four-year colleges and universities should obtain a copy of CADR guidelines and other related minimum college admission information at:**

[www.wsac.wa.gov/PreparingForCollege/AdmissionsAndTransfer/MinimumStandards](http://www.wsac.wa.gov/PreparingForCollege/AdmissionsAndTransfer/MinimumStandards)

## For students entering college or university Summer or Fall 2012

### College Academic Distribution Requirement (CADR) Coursework

Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including senior year.

Students who take college-level coursework and complete 5 quarter credits or 3 semester credits, will 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 courses for which they substitute.

Students may meet high school requirements with courses taken in middle school, provided the courses are part of a sequence which is successfully continued in high school, or the courses are included on the high school transcript as high school-level courses.

*Previous minimum college admissions standards used the term ‘year’ to designate completion of what is now referred to as ‘one credit’ of high school coursework. The use of ‘credit’ recognizes that school districts may use alternative or block scheduling that permits students to earn a full credit in a given subject area in less than an academic year.*

**English – 4 credits** including 3 credits of college preparatory composition or literature. One credit may be satisfied by courses in drama as literature, public speaking, debate, journalistic writing, business English, English as a Second Language, or Learning Support English. Passing the state mandated high school assessment in Reading is equivalent to earning the first 2 CADR credits of high school English.

**Mathematics – 3 credits:** Algebra I, geometry, and Algebra II (intermediate algebra), or Integrated Math I, II, and III. Passing the state mandated high school assessment in math is equivalent to earning the first 2 CADR credits of high school math (Algebra I & Geometry or Integrated Math I and II).

**Note:** Successful completion of math through pre-calculus meets the requirement for 3 credits of math and the senior-year math requirement (below).

**Senior Year Math-Based Quantitative Course:** During the senior year of high school, students must earn a credit in a math-based quantitative course. This requirement may be met through enrollment in one of the three required math courses listed above; or by completing a math-based quantitative course like statistics, applied math, or appropriate career and technical courses; or by completing an algebra-based science course taken during the senior year that would satisfy this requirement and part of the science requirement below.

**Note:** The senior-year math requirement does not mean a 4th credit of math is required, nor does it require a higher level of math; the intent is for seniors to take meaningful math.

**Exception:** Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus, math analysis, or calculus).

**Science – 2 credits** of laboratory science are required for admission to public baccalaureate institutions beginning summer of 2010. One credit must be in an algebra-based science course as determined by the school district. One credit must be in biology, chemistry, or physics (this course may also meet the algebra-based requirement). Principles of technology courses taught in Washington High Schools may satisfy the laboratory science requirement.

**Note:** Western Washington University specifies that one credit must be an algebra-based chemistry or physics course.

**World Languages – 2 credits** must be earned in the same World Language, Native American language, or American Sign Language. Schools may award credit based on a district approved competency assessment consistent with the State Board of Education policy and American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

**Note:** A World Language course taken in middle school may satisfy one credit of the requirement if the second year level course is completed in high school grades 9-12.

**Social Science – 3 credits** of history or other social science (e.g. anthropology, contemporary world problems, economics, geography, government, political science, psychology).

**Arts – 1 credit** of fine, visual, or performing arts - or 1 additional credit in other CADR academic subject areas as defined above. Acceptable coursework in the fine, visual, or performing arts includes art appreciation, band, ceramics, choir, dance, dramatics performance and production, drawing, fiber arts, graphic arts, metal design, music appreciation, music theory, orchestra, painting, photography, print making, or sculpture.

**Note:** The University of Washington and Western Washington University specify one-half credit in fine, visual or performing arts. The other half may be in the arts or in an academic elective.

# Washington Student Complaint Process

## Draft 5/14/2014

### Purpose

The Washington Student Achievement Council (WSAC) complaint process described below is provided for consumer protection and the resolution of complaints for students attending a Washington-based institution or an institution authorized to operate in Washington. The Washington student complaint process is intended to provide a means for students to mediate complaints with participating postsecondary institutions after all institutional appeals have been exhausted.

There are three primary complaint processes in Washington:

1. Formal/Authorized Schools: Students enrolled in authorized schools in Washington. This process is outlined in the Degree Authorization rules (Washington Administrative Code 250-61) and is not addressed here.
2. Formal/Exempt from Authorization: Students enrolled in institutions exempt from authorization and covered by State Authorization Reciprocity Agreements (SARA) and/or U.S. Department of Education third-party external complaint requirements. **This process is addressed by this document.**
3. Informal: Students enrolled in a Washington institution exempt from authorization. This process addresses complaints that fall outside the complaint authority or are made against an institution not covered by the formal complaint process. This process is not addressed in this document.

### Formal/Exempt from Authorization

Institutions that are exempt from Authorization may enter into a formal agreement with WSAC to act as an independent third party to resolve student complaints. There are two categories of participation:

1. All Washington-based institutions participating in the SARA are required to make the Washington student complaint process available to students who are enrolled in distance education courses and who reside in another SARA participating state.
2. Institutions may also wish to extend the complaint process to all of their students in order to meet U.S. Department of Education requirements for a state “process to review and appropriately act on complaints concerning the institution...” (Code of Federal Regulations 600.9 – State Authorization).<sup>1</sup>

---

<sup>1</sup> Also known as Title IV requirements

## **The Complaint Process**

There are two levels of student complaints – formal and informal:

- Formal complaints are made by students against an institution that are within the scope of the complaint authority (*described below*).
- Informal complaints are complaints that fall outside the complaint authority or are made against an institution not covered by the complaint process. Informal complaints are first referred back to the institution for resolution. Typically WSAC staff will attempt to connect the complainant to the appropriate campus resources to address their issue.

## **Process**

1. The Washington Student Achievement Council (WSAC) receives an initial complaint from the student.
2. The complaint must be made within two years of the incident about which the complaint is made.
3. The WSAC provides the student with a complaint form. One of the questions on the form asks if the student has completed the institutional complaint process.
4. If the student indicates the institutional complaint process has not been exhausted, the complainant is referred back to the institution.
5. If the student indicates the institutional complaint process has been completed and provides documentation to that effect, the WSAC accepts the complaint. The WSAC contacts the institution regarding the student complaint and requests appropriate information and documentation relating to the specific area(s) of the complaint.
6. The institution will submit the requested information/documentation and a recommended resolution to the complaint.
7. If a recommended resolution is acceptable to the complainant, the process is complete.
8. If there is no recommended resolution or a student is not satisfied with a recommended resolution, WSAC staff reviews the complaint to determine if the complaint falls within the scope of the consumer protection issues that apply to the institution.
9. If a complaint is found by WSAC staff to be justified, the WSAC negotiates with the institution to find an appropriate resolution.

10. WSAC staff then issue a final decision regarding the complaint and may require an institution repay tuition and fees to the student.
11. An institution may request the WSAC hold an administrative hearing if the decision results in a possible adverse effect.

A complainant is not bound by the WSAC determination of restitution and may pursue any other legal remedy.

### **Types of Complaints considered under the formal complaint process**

1. Failure on the part of the institution to comply with their published policies and procedures.
2. Violation of applicable State laws
3. Failure, on the part of the institution, to comply with the Council of Regional Accrediting Commissions (C-RAC) Interregional Guidelines for the Evaluation of Distance Education<sup>2</sup> (institutions participating in SARA only)

Examples of issues that may arise for students include but are not limited to the following:

- a. Veracity of recruitment and marketing materials;
- b. Accuracy of job placement data;
- c. Accuracy of information about tuition, fees, and financial aid;
- d. Complete and accurate admission requirements for courses and programs;
- e. Accuracy of information about the institution's accreditation and/or any programmatic/specialized accreditation held by the institution's programs;
- f. Accuracy of information about whether course work meets any relevant professional licensing requirements or the requirements of specialized accrediting bodies;
- g. Accuracy of information about whether the institution's course work will transfer to other institutions; and
- h. Operation of distance learning programs consistent with practices expected by institutional accreditors (and, if applicable, programmatic/specialized accreditors) and/or C-RAC Guidelines for distance education.

Examples of issues that typically would not fall under the formal complaint process (except in cases where the institution did not follow their published policy):

- a. Grading disputes
- b. Academic integrity issues
- c. Student Conduct Issues

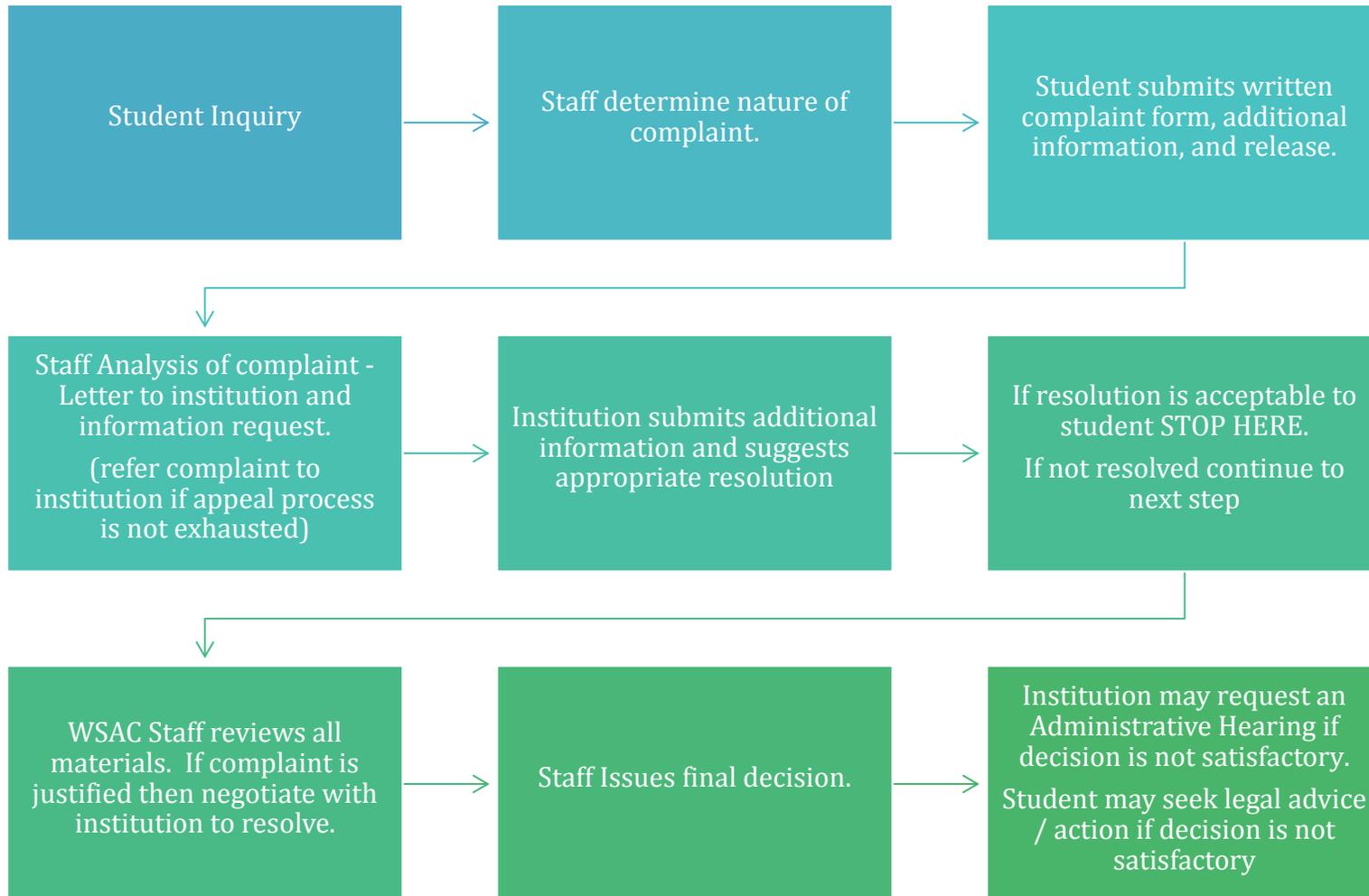
---

<sup>2</sup> Interregional Guidelines for the Evaluation of Distance Education: <http://www.nc-sara.org/files/docs/C-RAC%20Guidelines.pdf>

DRAFT 5/14/14

- d. Curriculum/program issues
- e. Complaints against faculty

Appendix A: Formal Washington Student Achievement Council Complaint Process



## List of One Year Transfer Courses –“Washington 45”

Adopted: May 2012

Implemented: fall 2012

The list of courses in Washington 45 does not replace the Direct Transfer Agreement, Associate of Science Tracks I and II or any Major Related Program agreement, nor will it guarantee admission to a four-year institution.

A student who completes courses selected from within the general education categories listed below at a public community, technical, four-year college or university in Washington State will be able to transfer and apply a maximum of 45 quarter credits toward general education requirement(s) at any other public and most private higher education institutions in the state.<sup>1</sup>

For transfer purposes, a student must have a **minimum grade of C or better (2.0 or above) in each course** completed from this list.

Students who transfer Washington 45 courses must still meet a receiving institution's admission requirements and eventually satisfy all their general education requirements and their degree requirements in major, minor and professional programs.

### *“First Year Transfer List” of general education courses*

- **Communications** (5 credits) –ENGL& 101, ENGL& 102
- **Quantitative and Symbolic Reasoning** (5 credits) –MATH& 107, MATH& 148 or MATH& 151
- **Humanities** (10 credits in two different subject areas or disciplines<sup>2</sup>)—PHIL& 101, MUSC& 105, DRMA& 101, ENGL& 111, or HUM& 101  
For colleges that use History as a Humanities HIST& 116, HIST& 117, HIST& 118, HIST& 146, HIST& 147, HIST& 148)
- **Social Science** (10 credits in two different subject areas or disciplines) –PSYC& 100, SOC& 101, POLS& 101, POLS& 202  
For colleges that use History as a Social Science: HIST& 116, HIST& 117, HIST& 118, HIST& 146, HIST& 147, HIST& 148
- **Natural Sciences** (10 credits in two different subject areas or disciplines) - BIOL& 100, BIOL& 160 w/ lab, ASTR& 100, ASTR& 101 with lab, CHEM& 105, CHEM& 110 with lab, CHEM& 121 with lab, CHEM& 161, CHEM& 162, ENVS& 100, ENVS& 101, PHYS& 121, GEOL& 101 with lab.
- **Additional 5 credits** in a different discipline can be taken from any category listed above.

NOTE: Although these courses are listed under categories, the actual course may satisfy a different general education category at a receiving institution.

<sup>1</sup>Many private non-profit colleges and universities have distinct general education requirements. Students should check with institution(s) they plan to attend regarding application of transfer credits that will meet general education requirements.

<sup>2</sup>Disciplines are sometimes called subject or subject matter areas and designated by a prefix (i.e. PHIL for Philosophy and POLS for Political Science).