

<b>Title</b>	Minimum College Admission Standards
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<b>Synopsis</b>	Statute directs WSAC to set minimum college admission standards for Washington’s public baccalaureate institutions of higher education. Staff are proposing revisions for the Council to discuss.
<b>Guiding questions</b>	<ul style="list-style-type: none"> <li>• Do the proposed revisions improve successful transitions from high school to college?</li> <li>• Will these standards improve alignment between high school graduation and college admission requirements?</li> <li>• Do the standards strike an appropriate balance, encouraging the academic rigor and breadth required for success in college without unreasonably limiting access for students from diverse backgrounds?</li> </ul>
<b>Possible council action</b>	<input checked="" type="checkbox"/> Information/Discussion <input type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other:
<b>Documents and attachments</b>	<input type="checkbox"/> Brief/Report <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Third-party materials <input checked="" type="checkbox"/> Other: Summary of proposed revisions and a draft of the revised policy document.

**Recommended Changes  
to Minimum College Admission Standards  
for Public Baccalaureate Institutions**

**Council Action**

Discussion

**Description**

The Washington Student Achievement Council (WSAC) has the statutory authority and responsibility to “collaborate with the appropriate state agencies and stakeholders, including the state board of education, the office of the superintendent of public instruction, the state board for community and technical colleges, the workforce training and education coordinating board, and the four-year institutions of higher education to improve student transitions and success” (RCW 28B.77.020).

As part of this responsibility, the Council sets minimum college admission standards for public four-year institutions of higher education. The purpose of the minimum college admission standards is to ensure that students are well-prepared to succeed in achieving their postsecondary educational goals. The standards encourage diversity in the student population by recognizing multiple measures of college preparedness, including alternate routes to traditional admission pathways.

College admissions decisions are made by individual colleges, and vary depending on the type of institution and other factors. The Council established the minimum criteria students must meet to be eligible for admission.

**Background**

Current minimum college admission standards for public four-year institutions include:

- 2.0 GPA
- Completion of College Academic Distribution Requirements (CADRs). CADRs are the minimum number of credits required in seven subject areas that a student must earn to be eligible for regular admission as a first-year student to a public baccalaureate institution in Washington.
  - 4 credits of English
  - 3 credits of math through Algebra II or Integrated Math III
  - Senior Year Math-Based Quantitative Course
  - 3 credits of social science
  - 2 credits of lab science
  - 2 credits of world language
  - 1 credit of art
- Taking the SAT or ACT and having the scores sent directly to the college or university.

Staff recommend changes to the minimum college admission standards in two areas: admissions exams and college academic distribution requirements.

## Admissions Exams

### *Recommendation*

Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying, unless the institution has implemented a test-optional policy. Test-optional policies must be implemented consistently and fairly and may include the use of other measures of college readiness including successful completion of dual credit coursework or exams or scores on high school exams such as the Smarter Balanced Assessment. Institutions must provide a copy of their admission exam policies to the Washington Student Achievement Council prior to implementation.

### *Other options considered:*

- Option 1: Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying. (Retain current language.)
- Option 2: Official SAT, ACT, or Smarter Balanced test scores must be sent to the college or university to which a student is applying.

## College Academic Distribution Requirements

### *Science—Recommendation*

Add a third credit in science. Does not need to be lab-based. (Effective 2021)<sup>1</sup>

### *Senior Year Math-Based Quantitative Course—Recommendation*

- Add Advanced Placement (AP) Computer Science as a course which may fulfill the senior year quantitative requirement. (Effective immediately.)<sup>2</sup>
- Clarify use of Bridge to College Mathematics to fulfill senior year math-based quantitative course. (Effective 2016)<sup>3</sup>

### *Mathematics—Recommendation*

No change.

### *Mathematics—Other Options Considered*

Accept Bridge to College Mathematics as a course which may fulfill third credit of math. (Effective 2016)

Note: Staff will revisit this option in 2 years when performance in college level coursework of students who took the bridge course can be adequately assessed.

### *English—Recommendation*

Bridge to College English Language Arts fulfills one credit of literature, composition or elective English. (Effective 2016)

### *Arts Recommendation*

No change. One credit of Arts, or substitute.

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<sup>1</sup> HECB committed to adding the 3<sup>rd</sup> credit of science when 3<sup>rd</sup> credit of science required for HS graduation (Begins in 2019, fully implemented in 2021).

<sup>2</sup> Statutory change occurred in 2013. [RCW 28A.230.097](#)

<sup>3</sup> Bridge to College Math and Bridge to College English courses are offered in more than 100 schools this year, and will be offered statewide beginning with 2016-17 school year.

*Arts—Other Options Considered*

- Option 1: Add a second credit of Arts, with substitution of one credit allowed to meet the student's Personal Pathway Requirements as identified in the High School and Beyond Plan. (Effective 2021)<sup>4</sup>
- Option 3: Add a second credit of Arts, with substitution of up to two credits in other core areas allowed.

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<sup>4</sup> Aligns with change to high school graduation requirement, effective 2019.

# Minimum College Admission Standards

2015 Review and Recommended Revisions

Noreen Light, Associate Director, Academic Affairs and Policy



# Background

- Apply to public four-year institutions of higher education.
- Ensure that students are well-prepared to be successful in achieving their postsecondary educational goals.
- Encourage diversity by recognizing multiple measures of college preparedness.

# Overview

## Minimum admission standards for first-year students entering public baccalaureate institutions:

- 2.0 high school grade point average.  
*No change recommended.*
- SAT or ACT required; scores sent directly to the college or university.  
*Recommend change to allow institutions to implement a test-optional policy.*
- Completion of College Academic Distribution Requirements (high school courses/credits).  
*Recommend changes to align with HS graduation requirements.*

# Increase Admission Exam Options

## Test Optional Policies

- Extend beyond SAT/ACT scores.
- Allow for multiple measures of readiness.
- Expand access, if implemented consistently and fairly.
- Will be available for review at WSAC.

# Align and Expand STEM Options

## Increase STEM Options

- Add a third credit of science.
- Define AP computer science as quantitative math course

# Improve College and Career Readiness

## Build Upon Cross-Sector Bridges

- Bridge to College English Language Arts
- Bridge to College Mathematics

# Future Considerations

## Future Considerations

- Potential changes to course requirements:
  - Art
  - Bridge to College Mathematics



Continue the  
Conversation

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# Admission Standards Policy DRAFT

Revised: October 15, 2015

Effective: Except where noted, these policies are currently in effect for all first year students applying to Washington State public baccalaureate institutions.

DRAFT

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## INTRODUCTION AND BACKGROUND

### Purpose of Admission Standards

The purpose of the minimum college admission standards is to ensure that students are well-prepared to be successful in achieving their postsecondary educational goals. The standards encourage diversity in the student population by recognizing multiple measures of college preparedness, including alternate routes to traditional admission pathways.

### Foundations in Washington State Statute

#### *Washington Student Achievement Council (WSAC) Authority*

The Washington Student Achievement Council (WSAC) has the authority and responsibility to “collaborate with the appropriate state agencies and stakeholders, including the state board of education, the office of the superintendent of public instruction, the state board for community and technical colleges, the workforce training and education coordinating board, and the four-year institutions of higher education to improve student transitions and success including but not limited to...” ([RCW 28B.77.020\(7\)\(a\)](#))

#### **Admissions**

(a) Setting minimum college admission standards for four-year [public] institutions of higher education, including 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 the Council or the institutions may establish as a general undergraduate admissions requirement;

#### **College Readiness**

(b) Proposing comprehensive policies and programs to encourage students to prepare for, understand how to access, and pursue postsecondary college and career programs, including specific policies and programs for students with disabilities;

#### **Cross-sector Coordination and Transfer**

(c) Recommending policies that require coordination between or among sectors such as dual high school-college programs, awarding college credit for advanced high school work, and transfer between two and four-year institutions of higher education or between different four-year institutions of higher education; and

#### **Transitions**

(d) Identifying transitions issues and solutions for students, from high school to postsecondary education including community and technical colleges, four-year institutions of higher education, apprenticeships, training, or workplace education; between two-year and four-year institutions of higher education; and from

postsecondary education to career. In addressing these issues the Council must recognize that these transitions may occur multiple times as students continue their education.

### *Educational Pathways*

Any middle school, junior high school, or high school using educational pathways shall ensure that all participating students will continue to have access to the courses and instruction necessary to meet admission requirements at baccalaureate institutions... (Excerpt from RCW 28A.600.160)

### **Summary of Admission Standards 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 (Resolution 10-29).

In 2015, the Washington Student Achievement Council reviewed and revised minimum requirements for first-year students' admission, and reaffirmed alternate admission and minimum admission for graduate and professional programs.

As part of the review process, the following groups provided insight on proposed revisions: Council of Presidents, public baccalaureate provosts, registrars and admissions officers, the State Board of Education, State Board for Community and Technical Colleges, Independent Colleges of Washington, Office of the Superintendent of Public Instruction and the Washington Student Achievement Council Committee for Academic Affairs and Policy.

The primary goal of the 2015 revisions is 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, revisions have been made to create greater flexibility in the requirement for admissions exams and to better align college academic distribution requirements with high school graduation requirements.

### *Admissions Exams*

Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying, unless the institution has implemented a test-optional policy. Test-optional policies must be implemented consistently and fairly and may include the use of other measures of college readiness including successful completion of dual credit coursework or exams or scores on high school exams such as the Smarter Balanced Assessment. Institutions must provide a copy of their admission exam policies to the Washington Student Achievement Council prior to implementation.

## *College Academic Distribution Requirements*

A third credit of science was added to align with a change in the high school graduation requirements. The additional credit does not need to be lab-based. Effective 2021.<sup>1</sup>

Clarifying language was added regarding the following:

- Advanced Placement (AP) Computer Science may fulfill the senior year math-based quantitative course requirement. Effective immediately. Statutory change occurred in 2013. ([RCW 28A.230.097](#))
- Bridge to College English Language Arts may fulfill one credit of literature, composition or elective English. Effective 2016.
- Bridge to College Mathematics may fulfill the senior year math-based quantitative course requirement. Effective 2016.

## **CURRENT POLICIES**

Except where noted, these policies are currently in effect for all first-year students applying to Washington State public baccalaureate institutions.

### **1.1 First-Year Students Admission Policy**

First year student admission requirements apply to all students who apply to colleges or universities after recently graduating 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.

### *Overview of the Minimum College Admission Standards*

The minimum college admission standards for public baccalaureate institutions in Washington State include:

- 2.0 high school grade point average.
- Taking the SAT or ACT assessment and having the scores sent to the college or university, unless the institution has adopted a test-optional policy.
- Completion of College Academic Distribution Requirements.

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<sup>1</sup> Third credit of science becomes required for high school graduation in 2019, with waivers for schools unable to provide the course extending the requirement to 2021.

### **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 institutions not using a grading system would be exempt from the GPA minimum requirement but would have to submit equivalent measures of performance as determined by the college or university.

### **Entrance Exams**

Official SAT or ACT test scores must be sent directly to the college or university to which a student is applying, unless the institution has implemented a test-optional policy. Test-optional policies must be implemented consistently and fairly and may include the use of other measures of college readiness such as successful completion of dual-credit coursework or exams, or scores on high school exams such as the Smarter Balanced Assessment. Institutions must provide a copy of their admission exam policies to the Washington Student Achievement Council prior to implementation.

Both College Board (SAT) and ACT provide fee waivers. Students who cannot afford the test should ask their high school counselor about waivers. Smarter Balanced Assessments are required for all students attending Washington public high schools and are also available to homeschool students, at no charge.

Students unable to provide standardized ACT, SAT or other required test scores may petition the institution for an exemption from the requirement. No more than five percent of new, first-year students enrolled annually at each institution may be exempt from this requirement, unless otherwise stated in the institution's test-optional policy.

### **Course Requirements**

The College Academic Distribution Requirements (CADR) are 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. Each school district determines which courses offered at their schools meet CADRs. If a baccalaureate institution raises a concern about a specific course, the Washington Student Achievement Council will work with the district and the baccalaureate institution to reach a resolution. 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. Examples of a math-based quantitative course include additional math (such as Bridge to College Mathematics), algebra-based science, or AP computer science. Students who complete math beyond Algebra II or Integrated Math 3, prior to the senior year, are exempt from this requirement.

### *Science (2 Credits, 3 credit for entering class of 2021)*

Two credits of science are required. <sup>2</sup> Both 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 lab based biology, chemistry, or physics course may also be lab based. Note: Three credits are required for the entering first-year class of 2021. 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 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 office at institutions where they plan to apply.

For a more detailed description of CADRs and how they can be met in high school as well as in college, please see Appendix A.

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<sup>2</sup> Science credit requirement will increase to 3 credits, including 2 lab, by 2021, in alignment with changes to high school graduation requirements.

### *Competency-Based Assessment*

Course or credit completion may be assessed based on competency—evidence that a student has acquired the skills and knowledge equivalent to what would be expected after completing a course—rather than the traditional “seat time.” Competency-based credit is awarded solely on the basis of meeting a preset level of proficiency on a set of standards; how much time the student took to meet the standard does not matter.

Instead of letter grades, terms like “met standard,” “exceeded standard,” or “not met standard” are often used. Students can earn competency-based credit without completing a course by demonstrating proficiency of knowledge acquired outside of a classroom setting.

Students may meet the world language requirement by passing a district-approved competency assessment consistent with the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The State Board of Education provides a sample policy for districts and recommended assessment tools for world language assessment.<sup>3</sup>

Competency-based assessment procedures for other subject areas will be established in the future.

### *Dual-Purpose Courses*

A dual-purpose course may be used to fulfill CADR course or credit requirements. A dual-purpose course is a single course that fulfills more than one high school graduation requirement. An example 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 taken in middle school, provided the courses are part of a sequence which is successfully continued in high school, or the course is included on the high school transcript as a high school level course. For example: Spanish I and Spanish II taken in middle school, Spanish III and Spanish IV taken in high school.

### *Rigorous High School Coursework*

Admission to many of the state’s colleges and universities is competitive. The best preparation for success in college is a rigorous high school curriculum. Students are strongly encouraged to earn at least three credits of CADR courses each year of high school, including the senior year.

## **Comprehensive Review of Applications for Admission**

Currently, each of the public baccalaureate institutions uses a comprehensive review<sup>4</sup> process for at least a portion of their applicants. Comprehensive review includes consideration of multiple factors, beyond the minimum admission standards, which may demonstrate a student’s readiness for college. This may include leadership in activities outside of the school environment, challenging coursework completed in high school, or other examples a student

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<sup>3</sup> SBE World Language competency resources:

<http://www.sbe.wa.gov/documents/FAQ%20World%20Language%20Proficiency.pdf>

<sup>4</sup> Comprehensive review may also be called holistic review.

may provide. The Council encourages comprehensive review, recognizing that other factors beyond GPA, test scores, and high school coursework are important determinates of college readiness.

### *Transcript Designations*

Washington Administrative Code ([WAC](#) 392-415-070) requires that 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, the term “College Academic Distribution Requirements” (CADR) is used to describe courses that meet the WSAC minimum college admission requirements 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 that the “B” designations are made on students’ transcripts. An exception is the senior year math-based quantitative course, which may have a “Q” designation.

## **1.2 Alternate First-Year Students Admission Policy**

Up to 15 percent of first-year students offered admission at each of the six public baccalaureate institutions may be admitted using an alternate standard. This 15 percent includes those students receiving the SAT or ACT score requirement waiver, unless the institution has implemented a test-optional policy.

There are two approaches that may be used to admit students who may not meet the current first-year student admission standards.

- Option 1 provides institutions with an option to waive up to three CADR credits.
- Option 2, designed for students who have been out of high school longer (entering students who are age 25 or older) allows institutions to admit students without consideration of specific high school course requirements.

### *Option 1: Alternate First-Year Student Admission Standards*

Undergraduate students must meet all of the following standards:

1. Submit a score on the SAT or ACT, unless the institution has implemented a test-optional policy or has 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 State-approved high school equivalency test.<sup>5</sup>

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<sup>5</sup> Details about high school equivalency tests: [http://sbctc.edu/public/y\\_hse.aspx](http://sbctc.edu/public/y_hse.aspx)

3. Complete high school course requirements as prescribed, with no more than three CADR credits waived.
4. Present evidence of success outside the classroom and strong motivation to succeed in college.

*Option 2: Alternate First-Year Student Admission Standards - 25 years or older.*

This option applies to applicants who are 25 years of age or older, and who are seeking initial entry at the first-year student level. These applicants may be offered regular admission if they meet standards that correspond to their age and personal experience. They must meet at least two of the following requirements:

1. Submit a score on the SAT or ACT, unless the institution has implemented a test-optional policy or has 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 State-approved high school equivalency test.
3. Write an essay demonstrating entry-level critical thinking and communication skills.
4. Present evidence of success outside the classroom and strong motivation to succeed in college. An example is a resume of work experience and training.

## **2.1 Transfer Admission Policy**

The Council shall adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two- and four-year institutions of higher education. The intent of the policies is to create a statewide system of articulation and alignment between two- and four-year institutions of higher education ([RCW 28B.77.210<sup>6</sup>](#)).

Students who have earned 40 college-level credits are exempt from the state minimum first-year student admission requirements. They should inquire with four-year institutions about requirements for transfer admission.

However, students who earn college credit while in high school through Running Start or other dual credit programs must still meet the minimum college admission standards outlined in section 1.1. This applies to all students, including those — who have earned more than 40 quarter hours of credit, who are entering a public baccalaureate institution directly from high school.

The state provides a number of tools to smooth the transfer process including the Direct Transfer Agreement (DTA), Associate of Science Transfer (AST), and Major Related Pathways

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<sup>6</sup> <http://app.leg.wa.gov/RCW/default.aspx?cite=28B.77.210>

(MRP). For more information on transfer, please visit the Washington Student Achievement Council's website.<sup>7</sup>

### **3.1 Graduate Admission Requirements**

Adopted September 8, 1998, Resolution 98-30; reaffirmed November 17, 2010, Resolution 10-29.

Students seeking regular admission to graduate programs or to their first professional degree programs are required to have a minimum grade point average of 3.0 in the last 90 graded quarter hours or the last 60 semester hours. Graduates of The Evergreen State College—or other institutions or programs not using a grading system—would be exempt from the GPA minimum requirement. However, they must submit equivalent measures of performance.

Applicants with earned graduate or professional degrees from appropriately accredited institutions are judged based on their academic accomplishments. These students must show evidence of student preparedness generally equivalent to these minimum admissions requirements.

### **3.2 Alternate Standards for Admission to Graduate and Professional Schools**

Institutions may admit up to 10 percent of an entering class of a graduate or professional school under alternate standards. This exemption must be applied on an institution-wide basis. Each institution will develop alternate standards that could vary by program. Alternate standards are submitted to the Washington Student Achievement Council for approval. Application of alternate standards must be documented by the institution for the purpose of future review and audit.

### **3.3 Regular Admission of Graduate and Professional School Students with Significant Professional Experience**

Students with at least ten years of increasingly responsible professional experience in the field for which they are applying could be offered regular admission to a graduate or professional program. These applicants would have to meet at least three of the following requirements:

1. Submit a transcript showing the achievement of a 3.0 grade point average for the last 90 quarter hours or 60 semester hours.
2. Submit satisfactory scores on the GRE, GMAT, or other approved test.
3. Write an 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.

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<sup>7</sup> Available at: <http://www.wsac.wa.gov/transfers>

5. Present evidence of professional success in a field relevant to the proposed area of study.

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## APPENDIX A: COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS (REVISED 10/2015)

Subject Area	Meeting the CADRs through high school coursework	Meeting the CADRs through college coursework
<p><b>General information</b></p>	<p><b>Identifying CADRs Courses</b></p> <p>It is the responsibility of each school district to determine which of its high school courses meet CADR guidelines, and to ensure that those courses are identified with "B" designations on the students' transcripts. Students should consult with their local high school to obtain complete information about CADRs.</p> <p><b>Earning Credits</b></p> <p>Typically, one credit is earned by completing one full academic year of coursework.</p> <p>School districts may use alternative scheduling that permits students to earn a full credit in a given subject area in less than an academic year.</p> <p>School districts may also use competency-based assessment to award credit.</p> <p><b>Course Scheduling</b></p> <p>Students are encouraged to take a minimum of three credits of CADR courses each year of high school, including the senior year.</p>	<p><b>College credit equivalents for CADR credits</b></p> <p>In general, comparable college courses may substitute for CADRs not earned in high school.</p> <p>College students who complete five quarter credits or three semester credits of college-level coursework have earned the equivalent of one CADR credit.</p> <p>In addition, pre-college courses in English and math may be equivalent to CADR courses provided that they are designed to meet the same learning outcomes as the high school course for which they substitute.</p> <p><b>5 college quarter credits = one CADR credit</b></p> <p><b>3 college semester credits = one CADR credit</b></p>

Subject Area	Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p><b>English</b> <b>4 credits</b></p>	<p>Must include <b>three credits of college preparatory coursework</b>, including literature and composition (may include Bridge to College English).</p> <p>May include <b>one credit</b> of elective English, such as creative writing, journalistic writing, English as a Second Language (ESL), drama as literature, public speaking, debate, or business English.</p> <p>English courses taken in countries other than Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States are considered equivalent to English as a Second Language and will not meet this requirement.</p> <p><b>Not Accepted:</b> Remedial or applied courses, acting, basic English skills, developmental reading, library, newspaper staff, vocabulary, yearbook or annual, or English as a Second Language.</p>	<p>College students who have not met the English requirement may do so by completing one of the following:</p> <ul style="list-style-type: none"> <li>• Pre-college English coursework that would prepare a student for college level composition or literature (typically the highest level pre-college course at a given institution).</li> <li>• Any college-level course with an English or writing prefix.</li> </ul> <p><b>NOTE:</b> English courses taken in countries other than Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States are considered equivalent to English as a Second Language and will not meet this requirement.</p>

Subject Area	Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p><b>Senior year math-based quantitative course</b></p> <p>The intent is to require that students take meaningful math during their senior year.</p>	<p><b>Math-based quantitative course in senior year</b></p> <p>This requirement can be met by taking any of the following:</p> <ul style="list-style-type: none"> <li>• One credit of math equal to, or beyond, one of the three required math credits.</li> <li>• Quantitative course such as statistics, advanced level of applied math, or math-based career and technical courses;.</li> <li>• Algebra-based science course  <b>Examples:</b> chemistry, physics, or other science course that incorporate knowledge of algebra.</li> <li>• AP computer science course.</li> <li>• Bridge to College Mathematics.</li> </ul> <p><b>Note:</b> Successful completion of math beyond Algebra II or Integrated Math III, prior to senior year, meets both the math and senior year quantitative credit requirements.</p>	<p>Any college level math-based quantitative course or a pre-college math course that would prepare a student for college algebra.</p>

Subject Area	Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p><b>Mathematics</b></p> <p><b>3 credits</b></p>	<p><b>Mathematics – 3 credits</b></p> <p>Must include one credit each from either of the following course sequences:</p> <ul style="list-style-type: none"> <li>• Algebra I, geometry, and Algebra II (intermediate algebra).</li> <li>• Three credits of Integrated Math (Integrated Math I, II, and III).</li> </ul> <p><b>Note:</b> Successful completion of math beyond Algebra II or Integrated Math III meets both the math and senior year quantitative credit requirements.</p>	<p><b>Mathematics</b></p> <p>College students who have not met the mathematics requirement may do so by completing one of the following:</p> <ul style="list-style-type: none"> <li>• Pre-college math coursework that would prepare a student for college Algebra, typically intermediate algebra (Math&amp;98).</li> <li>• Mathematics courses with intermediate algebra as a prerequisite (see exceptions below). This includes any higher-level mathematics courses such as elementary functions, pre-calculus, calculus, and beyond.</li> </ul> <p><b>Not accepted:</b> Philosophy, logic, statistics, or computer science.</p>

Subject Area	Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p><b>Science</b></p> <p><b>2 credits</b></p> <p><b>(3 credits in 2021)</b></p> <p><b>NOTE:</b> A third credit of science will be required in 2021, to align with high school graduation requirements. The third credit would not need to be lab-based.</p>	<p><b>Two credits</b> of laboratory science are required.</p> <p>One credit must be earned in an algebra-based science course.</p> <p>One credit must be earned in biology, chemistry, or physics.</p> <p>Some courses may fulfill more than one science requirement, and if taken in the senior year, may also fulfill the senior year math-based quantitative requirement (any algebra-based science course).</p> <p>Because some courses may meet both of the above requirements, another lab science course may be acceptable for the second credit.</p> <p>To complete the second credit, students may take courses identified by the school district as laboratory science courses.</p> <p><b>Examples:</b> astronomy, environmental science, geological science, genetics, or marine science principles of technology courses.</p>	<p>In general, comparable college courses may substitute for CADRs not earned in high school. College science courses with a lab will count toward the laboratory science requirement.</p> <p><b>Examples:</b> Astronomy, atmospheric science, biological structures, biology, botany, chemistry, environmental science (but not environmental studies), genetics, human physiology, geology, oceanography, physical anthropology, physical geography, physics, or zoology.</p>

Subject Area	Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p><b>World Languages</b></p> <p><b>2 credits</b></p>	<p><b>Two credits</b> must be earned in the same world language which includes, but is not limited to, Native American Language, or American Sign Language.</p> <p><b>Examples:</b> French, Spanish, Arabic, any American Indian language, American Sign Language (ASL), Latin, or ancient Greek.</p> <p>World Language credits earned in middle school may satisfy this requirement if they are high school-level courses and are indicated as such on the high school transcript.</p> <p>Schools may award credit based on a district-approved competency assessment consistent with the State Board of Education sample policy and the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.</p> <p>The World Language requirement will be considered satisfied for applicants who complete their education through the seventh grade in a school or schools:</p> <ul style="list-style-type: none"> <li>a) Where English was not the language of instruction.</li> <li>b) In countries other than Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States.</li> </ul> <p><b>Not Accepted:</b> Other forms of sign language or computer “languages.”</p>	<p>In general, comparable college courses may substitute for CADRs not earned in high school. College students who earned one credit of a world language in high school must complete the equivalent of a second credit of the same language in college.</p> <p><b>NOTE:</b> College <i>graduation</i> requirements often include a third year of the same world language.</p>
<p><b>Social Science</b></p> <p><b>3 credits</b></p>	<p>These credits must be earned in history or any of the social sciences.</p> <p><b>Examples:</b> Anthropology, contemporary world problems, economics, geography, government, political science, psychology, or sociology.</p> <p><b>Not Accepted:</b> Courses in religion, consumer economics, student government, or community service will not count towards the requirement.</p>	<p><b>Examples:</b> Anthropology, economics, ethnic studies, history, philosophy, political science, psychology, or sociology.</p>

Subject Area	Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<b>Arts</b>  <b>1 credit</b>	<p><b>One credit in any</b> of the following:</p> <ul style="list-style-type: none"> <li>• The fine, visual, or performing arts.</li> <li>• One credit beyond the minimum in any other CADR subject area.</li> </ul> <p><b>Examples:</b> 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.</p> <p><b>Not Accepted:</b> architecture, color guard, creative writing, drafting, drill team, fashion design, interior design, sewing, speech, web design or graphics, woodworking, and yearbook.</p> <p><b>NOTE:</b> The University of Washington and Western Washington University specify that one-half credit of this requirement must be in the fine, visual, or performing arts. The other half may be either in the arts or in an academic elective.</p>	<p>Students should meet <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Five quarter credits or three semester credits in fine, visual, or performing arts.</li> <li>• Three quarter credits or two semester credits in art, art history, cinema/filmmaking, dance, music, or photography.</li> <li>• Three quarter credits or two semester credits in drama, except drama as literature courses.</li> </ul> <p><b>Not Accepted:</b> Courses in architecture are generally not acceptable, except for those in architectural history.</p>