



Admission Standards Policy

Effective: January 1, 2016, except where noted.

UPDATE: In response to the COVID-19 public health emergency, the Admission Standards policy was revised on March 31, 2020 and again on April 27, 2020 to allow for institutional flexibility for academic years 2020-21 and 2021-22. The updated policy:

- Removes the 15% cap for the number of first-year students that can be admitted using alternate standards.
- Allows institutions to go short-term test optional, test blind, or test not required without submitting anything in writing to WSAC.

See Page 9, Section 1.3

This revision applies specifically to class of 2020 and class of 2021 students pursuing direct postsecondary enrollment. Further updates will be made as needed to address future cohorts that are affected by the COVID-19 high school closures. It is important to note that the Admission Standards already allow for institutional flexibility through section 1.2 ALTERNATE FIRST-YEAR STUDENTS ADMISSION POLICY (page 8).

Additionally, in recognition of the evolving landscape around test optional policies, a revision was made to the Admission Standards on May 8, 2020 to define test optional as any alternative to requiring the SAT/ACT for admissions.

See page 3, Admissions Exams

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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

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.

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 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 requirements for graduate and professional programs.

As part of the review process, the following groups provided insights 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 was to foster alignment between K-12 assessment requirements, high school graduation requirements, and four-year public college admission requirements, maintaining all admissions pathways in a single policy. To achieve this goal, the following revisions were made to the minimum college admission policy.

In 2020, the Washington Student Achievement Council temporarily revised minimum requirements to address the impact of COVID-19. In response to the COVID-19 public health emergency, the minimum requirements were revised twice on March 31, 2020 and April 27, 2020 to allow for institutional flexibility for academic years 2020-21 and 2021-22.

The temporary policy, 1.3 FIRST-YEAR STUDENTS EMERGENCY ADMISSIONS POLICY removed the 15% cap for the number of first-year students that can be admitted using alternate standards and allowed institutions to go short-term test optional, test blind, or test not required without submitting anything in writing to WSAC.

This revision applied specifically to class of 2020 and class of 2021 students pursuing direct postsecondary enrollment. The temporary revisions were followed by a review and revision to the minimum requirements for first-year students' admission. The goal was to clarify and update the test optional language in the standards to allow for institutions to have the option to implement a range of "test optional" policies. To achieve this goal, a definition of "test optional" was developed and included in the minimum college admissions policy in partnership with Washington's public four-year college and universities and the Council of Presidents.

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. A test optional policy is defined for this purpose as an institutional policy that does not mandate students submit an SAT or ACT score as part of their admission application. Test-optional policies must be implemented consistently and fairly. Test-optional policies may include, but not be limited to, test flexible, test blind and test not required, 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 college readiness assessments. 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 high school graduation requirements. The additional credit does not need to be lab-based (effective 2021)¹. Language was added to clarify the following:

- Advanced Placement (AP) Computer Science may fulfill the senior year math-based quantitative course requirement (RCW 28A.230.097).
- Bridge to College English Language Arts may fulfill one credit of literature, composition or elective English.
- Bridge to College Mathematics may fulfill the senior year math-based quantitative course requirement.

CURRENT POLICIES

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

¹ 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.

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; or students who enter college with fewer than 40 credits of college level coursework or equivalent.

Running Start and other dual-credit earning students must meet the minimum college admission standards. This requirement also applies to students who have earned 40 or more quarter hours of college-level credit and who enter a public baccalaureate institution directly from high school.

Overview of the Minimum College Admission Standards

The minimum college admission standards for public baccalaureate institutions in Washington State include all of the following:

- 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.

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. Test-optional policies 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 assessments required for graduation or accountability. 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. High school college-readiness assessments are provided for all students enrolled in Washington public high schools and are also available to home-schooled 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 the 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 high school credits required in six subject areas that students must earn to be eligible for routine admission consideration by 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, statistics or applied math), algebra-based science, math-based career and technical courses, or AP computer science. Students who have completed math beyond Algebra II or Integrated Math III, prior to the senior year, are exempt from this requirement.

Science (2 Credits, 3 credits for students entering college in fall of 2021)

Two credits of science are required.² 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 biology, chemistry, or physics course may also be lab-based. Note: Three credits are required beginning with students entering college in fall of 2021. The third credit does not need to be lab-based.

Social Sciences (3 Credits)

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

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

World Languages (2 Credits)

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

Arts (1 Credit)

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

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.

Competency-Based Assessment

Competency-based credit is awarded solely on the basis of a student meeting a preset level of proficiency on a set of standards. It does not matter how much time the student took to meet the standard. Competency-based assessments use evidence that a student has acquired the skills and knowledge equivalent to what would be expected after completing a course. Competency-based assessments are an alternative to the traditional path of completing a course or credit through “seat time.” Assessments of students’ competency may be used to establish course or credit completion.

Instead of letter grades, terms may be used to describe competency. These terms may include *met standard*, *exceeded standard*, or *not met standard*. Students may 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.³

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

³ SBE World Language competency resources:
<http://www.sbe.wa.gov/documents/FAQ%20World%20Language%20Proficiency.pdf>

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 Coursework Each Year in High School

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 senior year.

Comprehensive Review of Applications for Admission

Currently, each of the public baccalaureate institutions uses a comprehensive review⁴ process for at least a portion of their applicants. Comprehensive review includes consideration of multiple factors outside of 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 may provide. The Council encourages institutions to utilize comprehensive review as a means of ensuring students from diverse backgrounds are able to demonstrate their college readiness and access institutions of higher education in Washington.

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.

⁴ Comprehensive review is also referred to as holistic review.

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 options that may be used to admit students who may not meet the current first-year student admission standards.

- Option 1 is open to all students and provides for waiver of some high school course requirements.
- Option 2 is designed for students who have been out of high school longer (entering students who are age 25 or older). This option allows students to be admitted without consideration of specific high school course requirements.

Option 1: Alternate First-Year Students 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.⁵
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 Students Admission Standards—25 years or older.

An applicant 25 years of age or older who is seeking initial entry at the first year student level may be offered regular admission if the student meets standards appropriate to the applicant’s

⁵ Details about high school equivalency tests: http://sbctc.edu/public/y_hse.aspx

age and personal experience. These applicants 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.

1.3 FIRST-YEAR STUDENTS EMERGENCY ADMISSIONS POLICY

In response to the COVID-19 pandemic, institutions may temporarily increase the proportion of first year students admitted under 1.2 ALTERNATE FIRST-YEAR STUDENTS ADMISSION POLICY for the 2020-21 and 2021-22 academic years.

During this emergency time period test-optional is broadened to include test-blind and tests-not-required. For the emergency time period, institutions do not need to submit temporary test optional, test blind or test not required policies to WSAC in writing prior to implementation for academic years 2020-21 and 2021-2022.

When the Governor determines the emergency period has ended, institutions will once again adhere to non-emergency policies for students admitted for a term more than 12 months after the emergency period ends.

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](#))

Students who have earned 40 or more quarter hours of college-level credit are exempt from the state minimum first-year students' admission requirements and should inquire with institutions for requirements for transfer admission. However, Running Start and other dual-credit earning students, including those who have earned more than 40 quarter hours of credit who enter a public baccalaureate institution directly from high school, must meet minimum college admission standards as outlined in section 1.1.

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 (MRP). For

more information on transfer, please visit the Washington Student Achievement Council Transfer web page (<http://www.wsac.wa.gov/transfers>).

3.1 GRADUATE ADMISSION REQUIREMENTS⁶

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, but would have to submit equivalent measures of performance.

Applicants with earned graduate or professional degrees from appropriately accredited institutions are judged by their academic accomplishments to 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.

⁶ Adopted September 8, 1998, Resolution 98-30; reaffirmed November 17, 2010, Resolution 10-29.

4. Write a statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study.
5. Present evidence of professional success in a field relevant to the proposed area of study.

APPENDIX A: COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS (CADRs)

The minimum college admission standards include three components:

1. Maintain a GPA of 2.0 or higher.
2. Take the SAT or ACT and have the scores sent directly to colleges.⁷
3. Complete the college academic distribution requirements.

This appendix includes detailed information about the college academic distribution requirements. Students can meet these requirements through high school coursework or college coursework.

MEETING THE CADRs THROUGH HIGH SCHOOL COURSEWORK

Identifying CADRs courses

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

Earning Credits

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

Course Scheduling

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

⁷ Unless the institution has implemented a different policy.

MEETING THE CADRS THROUGH COLLEGE COURSEWORK

College credit equivalents for CADR credits

In general, comparable college courses may substitute for CADRs not earned in high school. College students who complete five quarter credits or three semester credits of college-level coursework have earned the equivalent of one CADR credit.

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

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

ENGLISH—4 CREDITS

Meeting the CADRs through high school coursework	Meeting the CADRs through college coursework
<p>4 credits of English are required.</p> <ul style="list-style-type: none"> • Must include 3 credits of college preparatory coursework, including literature and composition • May include Bridge to College English. • May include 1 credit of elective English <p><i>Examples:</i> English grades 9-12, creative writing, journalistic writing, English as a Second Language (ESL), drama as literature, public speaking, debate, or business English.</p> <p>Not accepted: Remedial or applied courses, acting, basic English skills, developmental reading, library, newspaper staff, vocabulary, yearbook or annual.</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"> • 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). • Any college-level course with an English or writing prefix.

Note

English as a Second Language (ESL) courses will only count as elective credit. ESL courses include both high school and college English courses taken in countries where English is not the primary language of instruction.

MATHEMATICS—3 CREDITS

Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p>3 credits of mathematics are required. Must include either of the following 2 options:</p> <ul style="list-style-type: none"> • 1 credit each of Algebra I, geometry, and Algebra II (intermediate algebra). • 3 credits of Integrated Math (Integrated Math I, II, and III). <p>Note Successful completion of math beyond Algebra II or Integrated Math III meets both the math and senior year quantitative credit requirements.</p> <p>Not accepted: philosophy, bridge to college math, logic, statistics, or computer science</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"> • Pre-college math coursework that would prepare a student for college Algebra, typically intermediate algebra (Math&98). • 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.

SENIOR YEAR MATH-BASED QUANTITATIVE COURSE

The intent is to require that students take meaningful math during their senior year.

Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p>This requirement can be met by taking one of the following:</p> <ul style="list-style-type: none"> • 1 credit of math equal to or beyond one of the three required math credits. • Quantitative course Examples: statistics, advanced level of applied math, or math-based career and technical courses. • Algebra-based science course Examples: chemistry, physics, or other science courses that incorporate knowledge of algebra. • AP computer science course A • Bridge to College mathematics <p>Note 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>Examples: Pre-Calculus and beyond</p>	<p>Any college level math-based quantitative course or a pre-college math course that would prepare a student for college algebra.</p>

SCIENCE—2 CREDITS*

*To align with high school graduation requirements, a third credit of science will be required for students entering college summer or fall 2021. The third credit would not need to be lab-based.

Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p>2 credits of laboratory science are required.</p> <ul style="list-style-type: none"> • 1 credit must be earned in an algebra-based science course. • 1 credit must be earned in biology, chemistry, or physics. <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>Examples: astronomy, physical science, environmental science, geological science, genetics, astronomy, physiology, or marine science.</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><i>Examples:</i> astronomy, atmospheric science, biological structures, biology, botany, chemistry, environmental science (but not environmental studies), genetics, human physiology, anatomy, geology, oceanography, physical anthropology, physical geography, physics, or zoology.</p>

WORLD LANGUAGES—2 CREDITS

Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p>2 credits are required in the same world language, Native American language, or American Sign Language.</p> <p><i>Examples:</i> 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 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, the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, or the Washington State Seal of Biliteracy (RCW 28A.300.575).</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 (a) where English was not the language of instruction and (b) in countries other than Australia, Canada, Ireland, New Zealand, the United Kingdom, or the United States.</p> <p>Not accepted: 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>Note College graduation requirements often include a third year of the same world language.</p>

SOCIAL SCIENCE—3 CREDITS

These credits must be earned in history or any of the social sciences.

Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p>3 credits are required in history or any of the social sciences.</p> <p><i>Examples:</i> world history, US history, anthropology, contemporary world problems, economics, geography, government, political science, psychology, or sociology.</p> <p>Not accepted: courses in religion, consumer economics, student government, or community service will not count towards the requirement.</p>	<p><i>Examples:</i> anthropology, economics, ethnic studies, history, philosophy, political science, psychology, or sociology.</p>

ARTS—1 CREDIT

Meeting the CADR through high school coursework	Meeting the CADR through college coursework
<p>1 credit of art is required. Must be satisfied with either of the following two options:</p> <ul style="list-style-type: none"> • 1 credit in the fine, visual, or performing arts. • 1 credit beyond the minimum in any other CADR subject area. <p><i>Examples:</i> 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><i>Not accepted:</i> architecture, color guard, creative writing, drafting, drill team, fashion design, interior design, sewing, speech, web design or graphics, woodworking, and yearbook.</p> <p>Note The UW and WWU 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 can satisfy the arts requirement with any of the following three options:</p> <ul style="list-style-type: none"> • 5 quarter credits or 3 semester credits in fine, visual, or performing arts. • 3 quarter credits or 2 semester credits in art, art history, cinema/filmmaking, dance, music, or photography. • 3 quarter credits or 2 semester credits in drama, except drama as literature courses. <p><i>Not accepted:</i> courses in architecture are generally not acceptable, except for those in architectural history.</p>