

H. B. 4513

(By Delegate M. Poling)

[Introduced February 13, 2014; referred to the
Committee on Education then Finance.]

**FISCAL
NOTE**

A BILL to repeal §18B-1A-5 of the Code of West Virginia, 1931, as amended; to amend and reenact §18-2-39; to amend said code by adding thereto a new article, designated §18B-1G-1, §18B-1G-2, §18B-1G-3, §18B-1G-4, §18B-1G-5, §18B-1G-6, §18B-1G-7, §18B-1G-8, §18B-1G-9 and §18B-1G-10; and to amend and reenact §18B-3-4 of said code, all relating to creating the College Degree Attainment Act; modifying findings; deleting certain requirements; setting a new date; establishing an implementation strategy; providing definitions; targeting adults to complete their degrees; setting forth financing, budgeting and funding requirements; establishing dates; providing for accelerated and corequisite developmental education delivery; establishing credit requirements; providing for structured schedules; establishing a Guided Pathways to Success program; providing for transfer of course

1 credits; requiring reporting; requiring rulemaking; and
 2 eliminating certain graduation statistical requirements.

3 *Be it enacted by the Legislature of West Virginia:*

4 That §18B-1A-5 of the Code of West Virginia, 1931, as amended,
 5 be repealed; that §18-2-39 of said code be amended and reenacted;
 6 that said code be amended by adding thereto a new article,
 7 designated §18B-1G-1, §18B-1G-2, §18B-1G-3, §18B-1G-4, §18B-1G-5,
 8 §18B-1G-6, §18B-1G-7, §18B-1G-8, §18B-1G-9 and §18B-1G-10; and that
 9 §18B-3-4 be amended and reenacted, all to read as follows:

10 **CHAPTER 18. EDUCATION.**

11 **ARTICLE 2. STATE BOARD OF EDUCATION.**

12 **§18-2-39. College and career readiness initiative.**

13 (a) The Legislature finds that:

14 (1) According to ACT, only ~~twenty-five~~ twenty-six percent of
 15 ACT-tested 2012 high school graduates in the nation met college
 16 readiness benchmarks in English, reading, mathematics and science
 17 and only ~~seventeen~~ twenty percent in West Virginia met the
 18 benchmarks in all four subjects;

19 (2) The post-secondary remediation rates of students entering
 20 post-secondary institutions directly out of high school indicate
 21 that a large percentage of students are not being adequately
 22 prepared at the elementary and secondary levels;

23 (3) This high level of post-secondary remediation is causing

1 both students and the state to expend extra resources that would
2 not have to be expended if the students were adequately prepared at
3 the elementary and secondary levels;

4 (4) A strong foundation in English/language arts and math
5 provides a basis for learning in all other subject areas and for
6 on-the-job training; and

7 (5) A comparison of the percentages of students considered
8 proficient in eighth grade reading and math by the state assessment
9 and the National Assessment of Educational Progress indicate that
10 the state assessment currently does not accurately reflect national
11 standards.

12 (b) Before the 2014-2015 school year, the state board, the
13 Higher Education Policy Commission and the Council for Community
14 and Technical College Education shall collaborate in formally
15 adopting uniform and specific college- and career-readiness
16 standards for English/language arts and math. The standards shall
17 be clearly linked to state content standards and based on skills
18 and competencies rather than high school course titles. The
19 standards shall allow for a determination of whether a student
20 needs to enroll in a post-secondary remedial course. The state
21 board shall develop a plan for gradually bringing the standards for
22 a high school diploma and college and career readiness into
23 uniformity. ~~and report this plan to the Legislative Oversight~~
24 ~~Commission on Education Accountability not later than December 31,~~

1 ~~2013.~~

2 (c) The results on the comprehensive statewide student
3 assessment program in grade eleven in English/language arts and
4 mathematics shall be used to determine whether a student has met
5 the college- and career-readiness standards adopted pursuant to
6 subsection (b) of this section. Beginning with the 2015-2016
7 school year, instead of using the comprehensive statewide student
8 assessment program, the state board may develop and implement
9 end-of-course exams in English/language arts and math courses it
10 determines appropriate. These exams are designed for determining
11 whether a student has met the college- and career-readiness
12 standards. In order to allow for the enrollment in transitional
13 courses in the twelfth grade if necessary pursuant to subsection
14 (e) of this section, the courses, assessments and exams, as
15 applicable, shall be administered before the twelfth grade.

16 (d) Under its authority granted in section one, article three,
17 chapter eighteen-a of this code, the state board shall require all
18 teacher preparation programs in the state to include appropriate
19 training for teachers seeking to teach in at least any of grades
20 eight through twelve with respect to teaching the adopted college-
21 and career-readiness standards. This training shall focus on
22 teaching the standards directly, through embedding the standards in
23 other courses or both, as appropriate.

24 (e) The state board shall develop a twelfth-grade transitional

1 course for both English/language arts and math for those students
2 who are not on track to be college and career ready based on the
3 assessment or exam, as applicable. ~~required pursuant to subsection~~
4 ~~(c) of this section.~~ The transitional courses shall be aligned
5 with the ~~standards adopted pursuant to subsection (b) of this~~
6 ~~section~~ college and career readiness standards. In conformity
7 with section five, article one-g, chapter eighteen-b of this code,
8 the state board in collaboration with the West Virginia Higher
9 Education Policy Commission and the Council for Community and
10 Technical College Education shall ~~use the American College Testing~~
11 ~~Program's Computerized Adaptive Placement Assessment and Support~~
12 ~~System (COMPASS) or other mutually agreed-upon assessment~~ assess
13 students to determine whether a student has met the college- and
14 career-readiness standards after completion of the transitional
15 course.

16 ~~(f) For all West Virginia public high school graduates who~~
17 ~~graduate during or after the 2016-2017 school year, all state~~
18 ~~institutions of higher education may use no factor other than the~~
19 ~~assessment, exam or test, as applicable, required pursuant to~~
20 ~~subsections (c) and (e) of this section to determine whether a~~
21 ~~student is to enroll in a remedial course or is to be placed in a~~
22 ~~college-level introductory course. Nothing in this subsection~~
23 ~~prohibits an institution from administering a diagnostic test to~~
24 ~~determine specific areas of weakness so that the specific~~

1 ~~weaknesses can be remediated rather than requiring a student to~~
2 ~~take an entire remedial course.~~

3 ~~(g)~~ (f) The state board shall:

4 (1) Hold high schools and districts accountable for increasing
5 the percentages of students who meet the college- and
6 career-readiness standards. ~~as indicated by the assessments, exams~~
7 ~~or tests, as applicable, required pursuant to subsections (c) and~~
8 ~~(e) of this section.~~ This accountability shall be achieved through
9 the school and school system accreditation provisions set forth in
10 section five, article two-e of this chapter;

11 (2) Align the comprehensive statewide student assessment for
12 all grade levels in which the test is given with the college- and
13 career-readiness standards ~~adopted pursuant to subsection (b) of~~
14 ~~this section~~ or develop other aligned tests at each grade level so
15 that progress toward college and career readiness in
16 English/language arts and math can be measured; and

17 (3) Hold all schools and districts accountable for helping
18 students in earlier grade levels achieve scores on math and
19 English/language arts tests that predict success in subsequent
20 levels of related coursework. This accountability shall be
21 achieved through the school and school system accreditation
22 provisions set forth in section five, article two-e of this
23 chapter;

24 ~~(h)~~ (g) Except as otherwise specified, all provisions of this

1 section become effective with the 2014-2015 school year.

2 ~~(i)~~ (h) On or before ~~December 31, 2013~~ October 1, 2014, the
 3 state board shall promulgate a legislative rule in accordance with
 4 article three-b, chapter twenty-nine-a of this code to implement
 5 the provisions of this section.

6 **CHAPTER 18B. HIGHER EDUCATION.**

7 **ARTICLE 1G. COLLEGE DEGREE ATTAINMENT ACT.**

8 **§18B-1G-1. College Degree Attainment Act; implementation strategy.**

9 (a) This article is designated the "College Degree Attainment
 10 Act."

11 (b) The Legislature recognizes the need to dramatically
 12 increase West Virginia's college completion rate and facilitate
 13 on-time graduation for all students through state policy change and
 14 to build consensus for change among state leaders, higher
 15 education, and the national education policy community.

16 (c) The Legislature recognizes widely-adopted best practices
 17 for addressing the college completion crisis and increasing college
 18 graduation rates.

19 (d) The Legislature recognizes and supports the following
 20 strategies:

21 (1) Target Adults. - Increase the educational attainment of
 22 individuals who have acquired some college credits but have not
 23 earned a degree.

1 (2) Performance Funding. - State funding based on outcomes,
2 not just enrollment, utilizing the following strategies: (A) Tie
3 state funding to student progression through programs and
4 completion of degrees and certificates; and (B) include financial
5 incentives to encourage the success of low-income students and the
6 production of graduates in high-demand fields;

7 (3) Corequisite Developmental Instruction. - Default
8 under-prepared students into gateway courses while concurrently
9 providing them with supplemental instruction;

10 (4) Fifteen to Finish. - Incentivize students to enroll in
11 fifteen course credits per semester to ensure on-time graduation,
12 utilizing the following strategies: (A) Capping tuition so that
13 fifteen credits per semester cost students no more than twelve
14 credits; (B) capping degree credit requirements at one hundred
15 twenty for baccalaureate and sixty for associate to ensure degrees
16 can be completed on time; and (C) ensuring college credits can be
17 transferred;

18 (5) Structured Schedules. - Help working community college
19 students balance jobs and school by using structured scheduling of
20 classes to add predictability to their busy lives, thereby enabling
21 many more students to attend college full-time and shortening their
22 time to completion; and

23 (6) Guided Pathways to Success (GPS). - Enabled by
24 technology, default all students into highly structured degree

1 plans, not individual courses, utilizing the following strategies:
2 (A) Start students in a limited number of meta majors, which narrow
3 into majors; (B) map out every semester of study for the entire
4 program and guarantee that milestone courses will be available when
5 needed; and (C) use built-in early warning systems to alert
6 advisers when students fall behind to ensure efficient
7 intervention.

8 (7) Articulation and transfer. - The Legislature finds that
9 facilitating maximum course credit transferability among state
10 institutions of higher education and enabling student mobility by
11 preventing unnecessary loss of credits are critical components of
12 increasing college completion rates.

13 (e) The Legislature establishes the following state goal for
14 increasing the number of West Virginians who have earned college
15 degrees: Each state institution of higher education will increase
16 the number of credentials and degrees awarded by a total of
17 twenty-five percent over the next five-year period, using 2013-2014
18 as the base academic year.

19 (f) The commission, council and governing boards are charged
20 with developing and implementing policies and strategies to achieve
21 the state goal for awarding credentials and degrees established in
22 this section. The commission and council shall develop a time-line
23 for implementation, and each governing board is charged with
24 adhering to the time-line and maintaining consistent progress

1 toward implementation.

2 **§18B-1G-2. Definitions.**

3 As used in this article, the words and phrases in this section
4 have the meanings ascribed to them.

5 "Degree program" means the set of courses, learning
6 experiences and learning outcomes required for a one-year
7 certificate or an associate or baccalaureate degree.

8 "Developmental education" means required instruction and
9 support for students who are assessed as academically
10 under-prepared for post-secondary education, which provides skills
11 necessary to successfully complete gateway courses.

12 "Gateway course" means the first college-level English or math
13 course of a credential or degree program for which college credit
14 is earned and applied to credential or degree completion
15 requirements.

16 "High demand field" means an occupational field that has
17 documented multiple job openings with limited qualified individuals
18 to fill them.

19 "Meta-major" means a grouping of first-year, general education
20 courses covering broad content areas that: (A) Introduces students
21 to a broad set of career options; (B) includes a set of courses
22 that meet academic requirements that are common across several
23 disciplines; (C) applies toward specific programs of study; and (D)
24 exposes students to fields of interest that guide them into a

1 desired program of study.

2 "On-time graduation" means a baccalaureate degree earned in
3 four years or an associate degree earned in two years, unless
4 extended to satisfy one of the following purposes:

5 (A) Specialized accreditation requirements for specific
6 disciplines;

7 (B) Specific occupational licensure requirements; or

8 (C) Industry-defined five-year baccalaureate or three-year
9 associate degree programs.

10 "Reverse transfer" means transferring credits earned at a
11 baccalaureate institution to a student's sending institution, once
12 the student has earned all required course credits for an associate
13 degree, for the purpose of awarding the associate degree earned.

14 "STEM" means science, technology, engineering and mathematics.

15 **§18B-1G-3. Target adults for credential and degree completion.**

16 (a) The commission, council and governing boards jointly shall
17 implement a strategy to increase the education attainment of
18 individuals who have acquired some college credits but have not
19 earned a credential or degree and are no longer attending a higher
20 education institution. The strategy shall provide for the
21 following:

22 (1) A method to identify all such individuals state-wide;

23 (2) A recruitment campaign for advertising available education
24 and financial aid opportunities and encouraging the individuals to

1 continue pursuing a college degree;

2 (3) A centralized contact point for the individuals to get
3 information about and receive assistance with reenrolling in
4 college;

5 (4) An assessment of each individual's reasons for failing to
6 complete a degree program;

7 (5) Clearly articulated information regarding available career
8 and degree options, and programs, pathway and course requirements;

9 (6) An individualized analysis of each identified individual:

10 (A) Course transcript history;

11 (B) Relevant knowledge or education acquired by work, life or
12 military experience that can be credited toward satisfying college
13 course requirements; and

14 (C) Credential or degree programs for which the individual's
15 cumulative acquired credits would apply;

16 (7) A method for awarding program specific college credit that
17 satisfies credential or degree program requirements for relevant
18 knowledge or education acquired by work, life or military
19 experience;

20 (8) A method for ensuring that relevant course credits
21 acquired will transfer to any state institution of higher education
22 for program specific credit pursuant to the provisions of section
23 eight of this article.

24 (b) Notwithstanding any provision of law or this code to the

1 contrary, any state agency or entity and any political subdivision
2 is authorized to provide the commission, council and governing
3 boards such information and data as is necessary to identify or
4 contact an individual targeted by this section, for the sole
5 purpose of achieving the goals of this section.

6 **§18B-1G-4. Financing; institutional operating budgets; funding.**

7 (a) The commission and council each have the responsibility to
8 develop a budget for the state system of higher education under its
9 respective jurisdiction. The commission submits the budget request
10 for higher education, including the budget request as developed by
11 the council, to the Governor before September 1, annually. The
12 budget requests of the commission and the council specifically
13 shall include the amount of the institutional operating budgets, as
14 defined in section two, article one of this chapter, required for
15 all state institutions of higher education under their respective
16 jurisdictions. The budget appropriation for the state systems of
17 higher education under this chapter and other provisions of the law
18 shall consist of separate control accounts or institutional control
19 accounts, or some combination of these accounts, for appropriation
20 of institutional operating budgets and other funds. The commission
21 and council each is responsible for allocating state appropriations
22 to supplement institutional operating budgets in accordance with
23 this section. In addition to the institutional operating budget
24 and incentive funding, however, the commission and council each are

1 responsible for allocating funds that are appropriated to them for
2 other purposes.

3 (b) By July 1, 2015, the commission and council each shall
4 promulgate a procedural rule pursuant to article three-a, chapter
5 twenty-nine-a of this code setting out a procedure to govern
6 appropriation requests pursuant to this section.

7 (1) The procedural rules may not be implemented without prior
8 approval of the Legislative Oversight Commission on Education
9 Accountability.

10 (2) Any change the commission or council proposes to the rules
11 required by this subsection after the initial approval and
12 adoption, including amendment or repeal, requires prior approval by
13 the Legislative Oversight Commission on Education Accountability.

14 (c) The procedural rules shall establish formulae that take
15 into consideration different institutional missions and measure
16 each institution's success in accomplishing certain goals,
17 including, but not limited to, the following:

18 (1) Student success as represented by certificate or degree
19 completion;

20 (2) Student progression and persistence towards certificate or
21 degree completion;

22 (3) Affordability and productivity represented by on-time
23 certificate or degree completion;

24 (4) Institution differentiation as represented by a mission

1 focus on research, job placement, workforce training or other
2 appropriate factors;

3 (5) Educating priority populations of adult and low-income
4 students; and

5 (6) Increasing certificates or degrees in high need fields.

6 (d) The procedural rules shall establish appropriate weights,
7 based on student numbers, to be assigned to each of the goals set
8 forth in subsection (c) of this section. The appropriate weights
9 shall be established to best accomplish the goal of an additional
10 twenty thousand certificates or degrees earned in the state system
11 of higher education by July 1, 2020.

12 (e) The formulae established by the procedural rules shall be
13 used in a pilot project for the fiscal year beginning on July 1,
14 2015, to determine what changes in request for appropriations from
15 general revenue to each institution would have been made for that
16 fiscal year.

17 (1) For the pilot year the formulae shall assume that a total
18 of five percent of the appropriations from general revenue for the
19 previous fiscal year would be reallocated among the institutions in
20 the state system of higher education based on the objectives
21 achieved by each institution within the broad goals set out in this
22 section.

23 (2) The results of this application of the formulae for the
24 pilot year shall be reported to each institution and to the

1 Legislative Oversight Commission on Education Accountability.

2 (f) For the fiscal year beginning on July 1, 2016, the
3 formulae shall be used by the commission and council in their
4 respective appropriation requests to reallocate among the
5 institutions of higher education under their jurisdiction five
6 percent of the appropriations from general revenue in the prior
7 fiscal year. In each successive fiscal year the appropriation
8 request shall reallocate an additional five percent of general
9 revenue based on the appropriate formula until a total of
10 twenty-five percent of reallocation is included in the
11 appropriation request for each succeeding fiscal year.

12 (g) The President of the Senate and the Speaker of the House
13 of Delegates jointly shall appoint a select committee for
14 outcomes-based formulae rules finalization which shall advise the
15 commission and council on promulgation of the procedural rules
16 required by this section. The select committee periodically shall
17 advise the commission and council on amendments to the formulae and
18 procedural rules considered necessary to advance the goals set out
19 in this section.

20 (h) The commission or council may not request an increase in
21 appropriations under this section for any institution without an
22 approved compact pursuant to section seven, article one-d of this
23 chapter.

24 **§18B-1G-5. Accelerated and corequisite developmental education**

1 **delivery.**

2 (a) A state institution of higher education shall utilize
3 multiple assessment tools when measuring a student's readiness for
4 college course-work. The tools may include, but are not limited
5 to, a high school transcript, high school grade point average and
6 diagnostic assessments. An institution shall provide a student
7 with test guides, practice tests and a specified period of time to
8 review prior to administering any assessment exam.

9 (b) Developmental education shall be delivered as an
10 integrated component of the appropriate gateway course content and
11 include concurrent and intensive academic support. Courses shall
12 be structured in a manner that allows students to complete gateway
13 math and English courses in the first academic year. Developmental
14 education may be delivered through a variety of accelerated and
15 corequisite strategies, including any of the following formats:

16 (1) Modularized instruction that is customized and targeted to
17 address specific skills gaps;

18 (2) Compressed course structures that accelerate student
19 progression from developmental instruction to college-level course
20 work;

21 (3) Contextualized developmental instruction that is related
22 to meta-majors; and

23 (4) Corequisite developmental instruction that supplements
24 credit instruction while a student is concurrently enrolled in a

1 credit-bearing gateway course. The supplemental instruction may
2 contain, but is not limited to, elements such as:

3 (A) Additional class time or class periods;

4 (B) Mandatory tutoring or paired proctored labs; or

5 (C) Sequenced content delivery which begins with developmental
6 instruction and transitions to gateway content instruction.

7 (c) An institution shall enroll any student that is assessed
8 as academically under-prepared for college level work in
9 developmental education courses as provided in subsection (b) of
10 this section. The student shall be enrolled in a freshman level,
11 credit-bearing, accelerated or corequisite course, as follows:

12 (1) A student who has low to moderate basic academic deficits
13 shall be provided additional basic skills instruction delivered as
14 an accelerated or corequisite course requirement;

15 (2) A student who has substantial basic academic deficits may
16 be offered an option of taking one accelerated semester of courses
17 focused on remediating the academic deficiencies or an option of
18 pursuing a skill set progressing to a certificate that would allow
19 the student to learn a skill while improving basic academic
20 knowledge; and

21 (3) To increase student success, there should be no gaps in
22 terms of the time sequencing between the additional support and the
23 gateway course.

24 (d) Each governing board shall develop a plan to implement the

1 developmental education strategies defined in this section for the
2 fall 2014 entering freshman cohort. Each plan shall be submitted
3 for approval to the commission or council, as appropriate, by July
4 1, 2014.

5 **§18B-1G-6. Fifteen credit hours to finish.**

6 (a) Beginning with the 2015 fall semester incoming freshman
7 student cohort, the standard number of credits for any
8 baccalaureate degree is one hundred twenty and any associate degree
9 is sixty. A governing board may not require greater than the
10 standard for any degree unless commission or council approval is
11 granted. Upon request by an institution to exceed a credit
12 standard, the commission or council may approve the request only to
13 satisfy one of the following conditions:

14 (1) Specialized accreditation requirements for specific
15 disciplines;

16 (2) Specific occupational licensure requirements;

17 (3) Industry defined five-year baccalaureate or three-year
18 associate degree programs; or

19 (4) Concurrent degree awards for multiple programs completed
20 simultaneously.

21 (b) The commission, council and governing boards shall make
22 every effort to encourage all students to enroll in at least
23 fifteen credit hours per semester, and may not adopt any policy nor
24 implement any strategy that promotes fewer credits in a semester.

1 For the purposes of setting tuition and fee rates and calculating
2 and awarding student financial aid, full-time enrollment remains
3 twelve credit hours per semester.

4 **§18B-1G-7. Structured schedules.**

5 To the greatest extent practicable, community and technical
6 colleges shall use structured schedules within career and technical
7 programs of study to accommodate students' needs for condensed time
8 commitments and predictability in order to best manage their lives
9 and families. The schedules shall be designed to deliver course
10 sequences in a coherent, connected manner, and for full-time
11 students, to contain at least fifteen credits per semester.

12 **§18B-1G-8. Guided Pathways to Success.**

13 (a) In furtherance of the goals established in section one of
14 this article, each governing board is required to accomplish the
15 following requirements beginning with the fall 2015 freshman
16 student cohort:

17 (1) Develop a series of meta-majors from which all degree
18 majors can generate;

19 (2) Establish for students who have not declared a major a
20 meta-major comprised of general education courses that will broadly
21 apply to all majors in order to ensure transferability for program
22 degree credit rather than elective credit;

23 (3) Enroll all entering students in majors or meta-majors
24 rather than individual courses;

1 (4) Define clear, concise and comprehensive academic pathways
2 for each degree program which:

3 (A) Identify the specific core and elective courses required
4 for the degree; and

5 (B) Stipulate course sequencing and prerequisite requirements;

6 (5) Provide to each student upon enrollment in the chosen
7 field of study a term-by-term graduation plan that encompasses the
8 entire academic pathway through graduation and is structured to
9 achieve on-time graduation;

10 (6) Require each student to remain in the selected academic
11 pathway unless the college advisor approves alteration of the
12 major;

13 (7) Monitor continuously each student's program progression;

14 (8) Institute an early warning system to alert advisors when
15 students fall behind;

16 (9) Implement an intervention system to ensure successful
17 student progress, including provision of appropriate student
18 support services as needed, and intrusive advising practices when
19 necessary;

20 (10) Require that a student who fails a course, does not take
21 the critical prerequisite courses, or does not adhere to the
22 prescribed schedule, shall register in subsequent terms through the
23 college advisor;

24 (11) Ensure that course offerings are available in the

1 designated sequence for any student who adheres to plan
2 requirements;

3 (12) Designate a series of meta-majors and the academic
4 pathways that identify the gateway courses associated with each
5 meta-major;

6 (13) Align mathematics course requirements with degree
7 programs and design STEM and non-STEM math options in pathways such
8 as the following:

9 (A) Technical Pathway shall be designed for community college
10 technical programs requiring mathematics courses as part of the
11 requirements in degree fields such as allied health, automotive,
12 and petroleum technology;

13 (B) Statistics Pathway shall be designed for students seeking
14 a college-level statistics course as part of the general education
15 requirement for majors in fields such as health sciences, social
16 sciences, certain liberal arts, and business;

17 (C) Quantitative Literacy/Reasoning Pathway shall be designed
18 for students majoring in a field in which general education math is
19 a requirement, such as education, journalism, graphic design,
20 foreign language, certain liberal arts, and law enforcement; and

21 (D) STEM Pathway shall be designed for students seeking a STEM
22 major in fields such as math education, engineering, computer
23 science, and biological and other sciences;

24 (14) Contact any student who does not enroll for a subsequent

1 term to determine reasons for premature departure, and to the
2 extent practicable, provide student support services to encourage
3 reenrollment; and

4 (15) Provide on the institution's website comprehensive course
5 information on all academic pathways and degree programs offered.
6 The information shall be prominently displayed and easily navigated
7 on the website.

8 **§18B-1G-9. State-wide agreement for course credit transfer.**

9 (a) In collaboration with the state institutions of higher
10 education, the commission and council jointly shall develop and
11 implement a state-wide agreement for course credit transfer.

12 (b) The agreement shall provide for achieving the following
13 requirements:

14 (1) Facilitate development and implementation of a statewide
15 agreement for alignment of lower-division and associate degree
16 course work that shall be accepted and fully credited to related
17 baccalaureate degree programs by any state institution of higher
18 education. The agreement shall specify the general education
19 learning outcomes and program-specific prerequisite learning
20 outcomes of the course work. Any lower-division or associate
21 degree course work meeting the learning outcomes specified in the
22 agreement shall be accepted for transfer and degree program credit,
23 whether earned as an individual course or as a program component;

24 (2) Develop, implement and maintain a statewide core

1 course-work transfer agreement whereby students can transfer
2 general education courses seamlessly between state institutions of
3 higher education;

4 (3) Establish a statewide course classification system and
5 procedures to monitor the transfer and crediting of lower-division
6 course work, including a system of ongoing assessment that ensures
7 comparability for transfer purposes;

8 (4) Establish a procedure for approving changes to learning
9 outcomes defined in the core course-work transfer agreement;

10 (5) Standardize credit-by-exam equivalencies and common
11 passing scores for national exams transferable for general
12 education courses and program-specific prerequisites courses;

13 (6) Develop policies to align statewide articulation and
14 transfer procedures across state institutions of higher education,
15 including admissions criteria, student declaration of major, and
16 student guidance and counseling policies designed to ensure that
17 students pursuing an associate degree program provide timely
18 notification of intent to transfer;

19 (7) Develop uniform data collection and reporting methods to
20 facilitate and ensure statewide and institutional compliance with
21 course transfer and credit requirements;

22 (8) Guarantee that a graduate of an associate degree program
23 has met all general education requirements;

24 (9) Provide that a graduate of an associate degree program

1 which satisfies the prerequisite learning outcomes for a
2 baccalaureate degree program is not required to repeat or take any
3 additional lower-level courses to fulfill the baccalaureate degree
4 requirements, and that such a student is admitted to any related
5 upper-division baccalaureate degree program based on the same
6 criteria as students earning lower-division credits at the
7 institution to which the student is transferring;

8 (10) Provide that any courses defined within a meta-major
9 shall transfer to any state institution of higher education as full
10 program credit if the student enrolls in a related degree program
11 or as general education credit in any other degree program;

12 (11) Provide that a graduate of an associate degree program
13 receives priority for admission to a state institution of higher
14 education over a nonresident student who meets the same admission
15 criteria;

16 (12) Establish and implement a reverse transfer policy whereby
17 a student enrolled in a baccalaureate institution can be awarded an
18 associate degree by an institution in which the student was
19 previously enrolled, if the student has earned all required course
20 credits for the associate degree;

21 (13) Ensure that all articulation and transfer policies are
22 consistent with accreditation standards and requirements; and

23 (14) Establish an appeal process for resolving disagreements
24 regarding course work transfer.

1 impact on the economic, social and cultural well-being of the
2 people of West Virginia.

3 ~~(a)~~ (b) Priorities for Marshall University and West Virginia
4 University in collaboration:

5 (1) Developing Regional Brownfield Assistance Centers pursuant
6 to section seven, article eleven of this chapter;

7 (2) Performing professional development-related research and
8 coordinating the delivery of professional development to educators
9 in the public schools of the state pursuant to article two, chapter
10 eighteen of this code; and

11 (3) Building subject matter expertise in public education
12 finance, including mastery of the theories and concepts used in
13 developing formulas to provide state-level financial support to
14 public education.

15 ~~(b)~~ (c) The Legislature may, but is not required to, make
16 additional appropriations for the benefit of Marshall University
17 and West Virginia University to assist them in fulfilling the
18 purposes set forth in subsection (a) of this section.

19 ~~(c)~~ (d) Additional priorities for governing boards:

20 ~~(d)~~ (e) In addition to the priorities established in
21 subsection ~~(a)~~ (b) of this section, each governing board under the
22 jurisdiction of the commission shall focus resources and attention
23 on improving its graduation rate for full-time undergraduate
24 students as a specific institutional priority. ~~The graduation rate~~

1 ~~is measured as a percentage of the number of undergraduate students~~
2 ~~who obtain a degree within six years of the date of enrollment as~~
3 ~~full-time freshmen.~~

4 ~~(1) By July 1, 2015, the governing board of each state~~
5 ~~institution of higher education under the jurisdiction of the~~
6 ~~commission, including the governing boards of Marshall University~~
7 ~~and West Virginia University, shall attain a graduation rate for~~
8 ~~full-time undergraduate students that equals or exceeds the~~
9 ~~graduation rate of its peers established pursuant to section three,~~
10 ~~article one-a of this chapter.~~

11 ~~(2) The commission shall monitor and report annually by~~
12 ~~December 1, to the Legislative Oversight Commission on Education~~
13 ~~Accountability on the progress of the governing boards toward~~
14 ~~meeting the goals set forth in this subsection.~~

NOTE: The purpose of this bill is to create the College Degree Attainment Act. The bill modifies findings. The bill deletes certain requirements. The bill sets a new date. The bill establishes an implementation strategy. The bill provides definitions. The bill targets adults to complete their degrees. The bill sets forth financing, budgeting and funding requirements. The bill establishes dates. The bill provides for accelerated and corequisite developmental education delivery. The bill establishes credit requirements. The bill provides for structured schedule. The bill establishes a Guided Pathways to Success program. The bill provides for transfer of course credits. The bill requires rulemaking and reporting. The bill eliminates certain graduation statistical requirements.

§18B-1A-5 is repealed.

Strike-throughs indicate language that would be stricken from the present law, and underscoring indicates new language that would be added.

Article 1G is new; therefore, it has been completely underscored.