

Council on Postsecondary Education
June 10, 2011

Kentucky Public Postsecondary Education Admission Regulation
13:KAR 2:020 Revision

The Council's Strategic Agenda directed the Council on Postsecondary Education staff to review and revise 13: KAR 2:020 to reflect the change in high school graduation requirements for the class of 2012, revised college readiness indicators, and transfer admission. Upon approval by the Council, it will be filed with the Legislative Research Commission. If approved, the revisions to the regulation will take effect fall 2012.

ACTION: The staff recommends that the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:020, Guidelines for Admission to the State-supported Postsecondary Education Institutions in Kentucky.

High school graduation requirements for the graduating class of 2012 were revised by the Kentucky Department of Education in 2008 to include mathematics every year a student is in high school, including algebra I and II and geometry. Based on these changes, staff proposes that the state's precollege curriculum requirements in the Council's Admissions Regulation be simplified to align with the new graduation requirements.

Additionally, in 2011, the Council convened statewide content work teams representing the Kentucky Community and Technical College System, all public universities, and the Kentucky Department of Education to develop a set of college readiness indicators and learning outcomes for readiness programming that all public postsecondary institutions have agreed to use. The common set of college readiness indicators allow for a unified statement about college readiness based on test scores that are transferable from one campus to another. These indicators also allow for the full implementation of the SB 1 Unified Strategy for College and Career Readiness intervention programming in high school and for intervention programming through adult education programs.

The college and career readiness content standards, incorporated into the learning outcomes for developmental, transitional, and supplemental coursework, allow students to transfer that coursework from one public postsecondary institution to another without the need for additional testing or remediation, saving students time and costs in earning a degree.

Finally, the revision includes a statement from the transfer statute, KRS164.2951 Section 2, directing public universities to give priority admission to in-state associate of arts and associate of science transfer students meeting university admission criteria over out-of-state student applicants. The revised regulation incorporates the recommended changes.

College Readiness Indicators ^{1,2}

Beginning fall 2012, all public postsecondary institutions in Kentucky will use the following benchmarks as college readiness indicators. Upon admission to a public postsecondary institution, students scoring at or above the scores indicated will not be required to complete developmental, supplemental, or transitional coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements.

Readiness Score Area	ACT Score	SAT Score	COMPASS	KYOTE
English (Writing)	English 18 or higher	Writing 430 or higher	Writing 74 or higher ^{3,4}	6 or higher ⁵
Reading	Reading 20 or higher	Critical Reading 470 or higher	Reading 85 or higher ⁶	20 or higher
Mathematics (General Education, Liberal Arts Courses)	Mathematics 19 or higher	Mathematics 460 or higher	Algebra Domain 36 or higher ⁷	College Readiness Mathematics 22 or higher
Mathematics (College Algebra)	Mathematics 22 or higher	Mathematics 510 or higher	Algebra Domain 50 or higher ⁸	College Algebra 14 or higher ⁹
Mathematics (Calculus)	Mathematics 27 or higher	Mathematics 610 or higher	NA ¹⁰	Calculus TBA

1. Institutional admission policies are comprised of many factors including, but not limited to high school completion or a general education equivalency diploma (GED), high school coursework, ACT or SAT scores, high school GPA, class rank, an admission essay or interview, submission of an academic and/or civic activity portfolio, etc. Placement exam results are used for course placement after a student is admitted to a postsecondary institution.
2. A COMPASS or KYOTE placement test score will be guaranteed as an indicator of college readiness for 12 months from the date the placement exam is administered.
3. An Asset writing score of 43 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
4. COMPASS E-Write scores of 9 on a 12 point scale or 6 on an 8 point scale indicate readiness.
5. A common rubric will be used to score the KYOTE Writing Essay. The rubric has an eight point scale. A score of 6 is needed to demonstrate readiness.
6. An Asset reading score of 44 or higher indicates readiness. Asset is the paper-pencil version of COMPASS.
7. An Asset Elementary Algebra Score of 41 or an Intermediate Algebra score of 39 indicates readiness for a general education course, typically in the social sciences.
8. An Asset elementary algebra score of 46 or an intermediate algebra score of 43 indicates readiness for college algebra.
9. For the 2011-12 school year a KYOTE College Readiness Mathematics Placement score of 27 or higher will be used to indicate readiness for College Algebra. For the 2012-13 and beyond, only the KYOTE College Algebra placement test score of 14 or higher will be used to indicate readiness for College Algebra.
10. There is not a COMPASS or Asset indicator for Calculus readiness.

By fall 2012, the following learning outcomes will be included in developmental, transitional, and supplemental coursework and intervention programming supporting college readiness.

WRITING

Transitional, developmental, and supplemental education writing courses objectives:

1. Generate essays using a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3. Produce clear, grammatically correct, and coherent writing in which the development, organization, style, usage, and diction are appropriate to task, purpose, and audience.
4. Develop and strengthen writing through the recursive processes of planning, drafting, revising, editing, or trying a new approach.
5. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
6. Conduct a short inquiry-based research project, demonstrating understanding of the subject under investigation.
7. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (on demand or single sitting) for a range of tasks, purposes, and audiences.

Courses from public postsecondary institutions that meet the writing readiness learning outcomes:

KCTCS—ENC 091

Eastern Kentucky University—ENG 095

Kentucky State University—ENG 099

Morehead State University—ENG 099

Murray State University—ENG 100

Northern Kentucky University—ENGD 090

Western Kentucky University—DENG 055

University of Kentucky

University of Louisville

READING

Transitional, developmental, and supplemental education reading courses objectives:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why ideas develop over the course of a text.
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to compare the approaches the authors take or to build knowledge.
10. Read and comprehend texts independently and proficiently.

Courses from public postsecondary institutions that meet the reading readiness learning outcomes:

KCTCS—RDG 030 or CMS 185 or RDG 041
Eastern Kentucky University—ENR 095 or ENR 116
Kentucky State University—ENG 103
Morehead State University—EDEL 097
Murray State University—REA 100
Northern Kentucky University—RDG 091 or RDG 110
Western Kentucky University—DRDG 080 or LTCY 199
University of Kentucky
University of Louisville—GEN 105

MATHEMATICS FOR THE LIBERAL ARTS

Transitional, developmental, and supplemental education mathematics courses objectives for a liberal arts mathematics course:

1. Perform exact arithmetic calculations involving fractions, decimals and percents.
2. Simplify and evaluate algebraic expressions using the order of operations.
3. Use the properties of integer exponents and rational exponents of the form $1/n$.
4. Calculate and solve applied problems of the perimeter, circumference, area, volume, and surface area.
5. Solve proportions.
6. Determine the slope of a line given two points, its graph, or its equation; determine an equation of a line given two points or a point and slope.
7. Solve and graph linear equations and inequalities in one and two variables.
8. Simplify square roots of algebraic and numerical expressions.
9. Solve systems of two linear equations in two variables.
10. Graph parabolas on the rectangular coordinate system.
11. Solve quadratic equations.
12. Factor the greatest common factor from a quadratic; factor simple trinomial of the form $ax^2 + bx + c$.
13. Add, subtract, and multiply polynomials with one or more variables.
14. Solve applied problems using the above competencies.
15. Recommendation for inclusion: Apply the concepts in the course to model and solve applications based on linear and quadratic functions.

Students successfully completing the liberal arts mathematics course may need to complete an additional transitional course to prepare for college algebra.

Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for a liberal arts mathematics course:

KCTCS—MAT 120

Eastern Kentucky University—MAT 095

Kentucky State University—MAT 096

Morehead State University—MATH 091

Murray State University—MAT 100

Northern Kentucky University—MAHD 095

Western Kentucky University—DMA 096

University of Kentucky

University of Louisville

COLLEGE ALGEBRA

Transitional, developmental, and supplemental education mathematics courses objectives for college algebra:

1. Add, subtract, multiply, and divide polynomials.
2. Factor polynomials including finding the greatest common factor, using grouping, recognizing special products, and factoring general trinomials.
3. Use the properties of rational exponents.
4. Add, subtract, multiply, and divide rational expressions.
5. Solve quadratic equations using factoring, completing the square, and the quadratic formula.
6. Solve polynomial and rational equations.
7. Solve systems of linear equations in two unknowns.
8. Solve absolute value equations and solve and graph absolute value inequalities.
9. Solve and graph linear equations and inequalities in one or two variables.
10. Solve equations with radicals.
11. Introduce complex numbers.
12. Evaluate real numbers raised to rational exponents and simplify expressions containing rational exponents.
13. Convert expressions with rational exponents to radical form and vice versa.
14. Understand the concept of slope, how it relates to graphs, and its relation to parallel and perpendicular lines.
15. Determine an equation of a line given two points, a point, and slope, a point and a parallel or perpendicular line.
16. Determine whether a given correspondence or graph represents a function.
17. Evaluate functions and find the domains of polynomial, rational, and square root functions.
18. Graph parabolas by finding the vertex and axis of symmetry and plotting points.
19. Apply the concepts in the course to model and solve applications based on linear, quadratic, and exponential functions.

Courses from public postsecondary institutions that meet the mathematics readiness learning outcomes for college algebra:

KCTCS—MAT 120

Eastern Kentucky University—MAT 097 or MAT 098

Kentucky State University—MAT 097

Morehead State University—MATH 093

Murray State University—MAT 105

Northern Kentucky University—MAHD 099

Western Kentucky University—DMA 096

University of Kentucky

University of Louisville

8	An "8 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and clarifying elaboration/examples. Clear organization is apparent through paragraphs and transition signals with strong topic sentences and a strong closing passage. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates an advanced vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure. verb and pronoun use, punctuation. spelling, and capitalization), are minimal and do not hamper communication.
7	A "7 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details and fairly helpful elaboration/examples. Clear organization is apparent through paragraphs and transition signals. Sentence structure is fluent and coherent including style and effectiveness. Word choice is almost always accurate and demonstrates a strong vocabulary. Paper flows nicely, addresses thoughts logically and succinctly, and writer's voice is clear. Any proofreading mistakes and some errors in standard written English (such as in sentence structure. verb and pronoun use, punctuation. spelling, and capitalization), are minimal and do not hamper communication.
6	A "6 paper" offers a clear, meaningful approach to the assigned topic and supports the approach with meaningful details. Clear organization is apparent through paragraphs and transition signals. Sentence structure is overall fluent and coherent. Word choice is mostly accurate and demonstrates an appropriate vocabulary. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.
5	A "5 paper" offers clear, approach to the assigned topic and supports the approach with details of varying quality. Organization is apparent through paragraphs and transition signals. Sentence structure is fairly fluent and coherent. Word choice is mostly accurate. Word choice is mostly accurate. There may be some proofreading mistakes and occasional errors in standard written English, but these do not significantly hamper communication.
4	A "4 paper" offers a somewhat clear approach to the assigned topic and moderately supports the approach. Organization is mostly apparent through paragraphs and some transition signals. Sentence structure is fairly fluent and coherent. Word choice is sometimes vague. There are likely to be proofreading mistakes and occasional errors in standard written English, but these, while noticeable, do not significantly hamper communication.
3	A "3 paper" offers an approach to the topic, but support may be inadequate or weakly organized. Sentence structure may have lapses from coherence and fluency. Word choice is sometimes vague. There are likely to be proofreading mistakes and some errors in standard written English, but these, while noticeable, do not significantly hamper communication.
2	A "2 paper" may lack a clear approach to the topic, or it may offer inadequate or unorganized support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that may interfere with communication.
1	A "1 paper" may appear to lack an understanding of the topic or may fail to approach the topic with relevant support. Sentence structure may be often confused or immature. Word choice is often vague or inaccurate. There are frequent proofreading mistakes and frequent errors in standard written English that are likely to interfere with communication.

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

3 **13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions**
4 **in Kentucky.**

5 RELATES TO: KRS 156.160, 158.6451, 158.6453, 164.001, [~~164.011,~~] 164.020[~~(3),~~] (5), (8),
6 164.030

7 STATUTORY AUTHORITY: KRS 164.020(8)

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(8) requires the council to set the
9 minimum qualifications for admission to the state-supported postsecondary education institutions. It is the
10 intent of the council that all prospective students have available to them an opportunity for postsecondary
11 education appropriate to their interests and abilities. This administrative regulation establishes the
12 minimum qualifications related to admission at state-supported postsecondary education institutions. [~~The~~
13 ~~college readiness standards established in this administrative regulation shall not release institutions from~~
14 ~~the requirements contained in 13 KAR 2:060, degree program approval; equal opportunity goals.]~~

15 Section 1. Definitions. (1) "Adult learner [~~student~~]" means a student who is twenty-one (21) years of
16 age or older.

1 (2) "Certified, nonpublic school" means a Kentucky non-public school that has voluntarily agreed to
2 comply with the Kentucky Board of Education curriculum and textbook standards, received accreditation
3 by an agency approved by the Kentucky Board of Education, been recommended for certification by the
4 Kentucky Non-Public School Commission, and had the recommended certification approved by the
5 Kentucky Board of Education.

6 (3) "Council" is defined by KRS 164.001(8).

7 (4) [(3)] "Developmental course" means a college or university class or section that prepares a student
8 for college-level study and does not award credit toward a degree.

9 (5) [(4)] "Institution" [~~or "institutions"~~] means a state-supported postsecondary education institution as
10 defined in KRS 164.001(12).

11 (6) [(5)] "KCTCS" means the Kentucky Community and Technical College System as defined in KRS
12 164.001(13).

13 (7) "Pre-college curriculum" means the Kentucky high school graduation requirements or other
14 approved course of study established in 704 KAR 3:303, and two units of a single world language.

15 (8) "Student eligible to pursue a GED®" means a student who has met the federal ability to benefit
16 guidelines.

17 (9) "Supplemental course or program" means a college or university class, additional class hours,
18 tutoring, or mentoring beyond that required for a student who meets the system-wide standards for
19 readiness.

1 (10) [~~(6)~~] "System-wide standard" means an ACT Assessment sub-score of eighteen (18) in English,
2 nineteen (19) in mathematics, or twenty (20) in reading.

3 Section 2. Minimum Qualifications for Institutional Admission as a First-time Student to a State-
4 supported University [~~Students~~]. (1)(a) Except as provided by paragraph (b) of this subsection, an
5 applicant who is a resident of Kentucky and who seeks admission to a Kentucky state-supported
6 university [~~seeking to enter a community and technical college~~] shall have fulfilled the minimum
7 requirements for admission to a baccalaureate degree program [~~degree program established by the~~
8 ~~Kentucky Community and Technical College System consistent with this administrative regulation~~] if the
9 applicant has met the admission criteria established by the institution and:

10 [~~1. Graduated from a public high school or a certified nonpublic high school; or~~

11 ~~2. Earned a high school general equivalency diploma (GED).~~

12 [~~(b) The Kentucky Community and Technical College System may choose to exempt students who are~~
13 ~~eligible to pursue a GED from the requirements of paragraph (a) of this subsection if the KCTCS~~
14 ~~publishes the exemption policy in the student catalog.~~

15 [~~(c) An applicant to a community college type program at a university shall:~~

16 ~~1. Satisfy the minimum requirements for admission to a two (2) year degree program established by~~
17 ~~the admitting institution consistent with this administrative regulation; and~~

18 ~~2. Take the ACT Assessment.~~

1 ~~(2)(a) Except as provided in paragraph (b) of this subsection, an applicant shall have fulfilled the~~
2 ~~minimum requirements for admission to a baccalaureate program at a university if the applicant has:]~~

- 3 1. Graduated from a public high school or a certified non-public high school;
- 4 2. Completed the pre-college curriculum ~~[established in Section 3 of this administrative regulation];~~
- 5 and
- 6 3. Taken the ACT Assessment.

7 (b) An applicant who has earned a high school general equivalency diploma (GED®) ~~[(GED)]~~ or who
8 is a graduate of a Kentucky based non-certified non-public high school, including a home school, shall
9 have fulfilled the requirements for admission ~~[may be admitted]~~ to a baccalaureate program ~~[at a~~
10 ~~university]~~ by meeting the admission criteria established by a university, in writing, and by taking the
11 ACT Assessment and by scoring at levels established by the university.

12 (c) ~~[(3)]~~ Notwithstanding the provisions of paragraphs (a) and (b) of subsection[s] (1) [and (2)] of this
13 section, a university may substitute the SAT for the ACT Assessment. A university may substitute the
14 ACT RESIDUAL, ASSET Testing Program, COMPASS Testing Program, KYOTE Testing Program, or
15 ACCUPLACER Testing Program ~~[may be substituted]~~ for the ACT Assessment requirement for an adult
16 learner[student].

17 (d) Provide that KCTCS graduates of approved associate of arts and associates of science programs
18 shall receive priority for admission to a state public university over out-of-state students if they meet the
19 same admission criteria (KRS 164.2951, Section 2).

1 ~~[(4) An institution shall establish a written policy for admitting a student if an applicant has attended a~~
2 ~~noncertified or nonpublic high school and completed a course of study. Noncertified nonpublic schools~~
3 ~~shall include a home school.]~~

4 (2) [(5)] A non-resident ~~[seeking admission to a baccalaureate degree program at a university]~~ shall
5 have fulfilled the minimum requirements for admission to a baccalaureate degree program at a university
6 if the applicant has met the admission criteria established by the institution and [complete]:

7 (a) ~~[The ACT recommended college core courses for the precollege curriculum which are listed in the~~
8 ~~Benefits of a High School Core Curriculum, ACT 2006; or~~

9 ~~(b)]~~ Completed a college preparatory curriculum comparable to Kentucky's pre-college curriculum;
10 and

11 (b) Taken the ACT Assessment or the SAT Assessment [established in Section 3 of this administrative
12 regulation].

13 (3) [(6)](a) A university may ~~[, under extenuating circumstances,]~~ admit a student who has not met the
14 testing requirements of subsection (1) [(2)](a)3 or (2)(b) of this section if the university has a written
15 policy defining the [extenuating] circumstances that require the testing be delayed.

16 (b) ~~[If]~~ A university admitting a student under paragraph (a) of this subsection, ~~[the student]~~ shall
17 satisfy the provisions of subsection (1) [(2)](a)3 or (2)(b) of this section during the first semester of
18 enrollment.

19 (4) The requirement to complete the pre-college curriculum shall apply to:

1 (a) A first-time university student pursuing a baccalaureate degree with or without a declared
2 major;

3 (b) A university student who is already enrolled and who is converting from non-degree status to
4 baccalaureate degree status;

5 (c) A student changing from certificate or associate degree status to baccalaureate degree status; or

6 (d) A student transferring from another institution who has been admitted to baccalaureate degree
7 status by a state-supported university.

8 (5) A university shall accept a waiver of a pre-college curriculum course if:

9 (a) A student is unable to complete the course because of a physical handicap;

10 (b) The school district superintendent or designee verifies that a student's handicapping condition
11 prevents the student from completing the course in question; and

12 (c) The student completes a course substituted by the local school in accordance with 704 KAR
13 3:305, Section 3(2).

14 (6) The requirement to complete the pre-college curriculum as set forth in Section 2(1)(a)2. shall
15 not apply to:

16 (a) An adult student;

1 (b) A student entering baccalaureate degree status with twenty-four (24) or more semester
2 credit hours applicable to a baccalaureate degree with a grade point average (GPA) of at least 2.00 on a
3 4.00 scale;

4 (c) Active duty military personnel, their spouses, and their dependents;

5 (d) A student enrolled in a community or technical college or a community college type program
6 at a university;

7 (e) A non-resident student subject to the provisions of subsection (2) of this section; or

8 (f) An international student.

9 (7) A university may establish, in writing, additional admission criteria to supplement these
10 minimum requirements.

11 (8) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high
12 ACT Assessment score, and social maturity, may be granted early admission. An applicant granted early
13 admission shall be exempt from the requirement of meeting the pre-college curriculum as set forth in
14 subsection (2)(a)2.

15 (9) A university may admit a person who does not meet the entrance requirements established in
16 this section, for the purpose of enrolling in a college course or courses as a non-degree student.

17 (10) A state-supported university who admits a student in an associate or baccalaureate degree
18 program and who does not meet the system-wide readiness standards for English, mathematics, and
19 reading shall use a placement exam to place a student in the proper course. If a student scores below the

1 system-wide standard of readiness in English, mathematics, and reading as outlined in the College
2 Readiness Indicators document incorporated by reference, a university shall place the student in an:

3 (a) Appropriate developmental course in the relevant discipline within two semesters following a
4 student's initial enrollment; or

5 (b) Appropriate entry-level college course within two semesters following a student's initial
6 enrollment, provided that the course offers supplementary academic support such as extra class sessions,
7 additional labs, tutoring, and increased monitoring of students beyond that usually associated with an
8 entry-level course.

9 (11)(a) A student shall not be required to enroll in a developmental or supplemental course in
10 English if the student has:

11 1. A sub-score on the ACT Assessment of eighteen (18) or higher;

12 2. Met an English benchmark placement score outlined in the College Readiness Indicators
13 document;

14 3. Successfully completed a high school English transitional course or intervention program and
15 met the system-wide English benchmark for readiness outlined in the College Readiness document; or

16 4. Successfully completed a developmental or supplemental English course at a public
17 postsecondary education institution where the course meets the system-wide learning outcomes identified
18 in the College Readiness Indicators document.

1 (b) A student shall not be required to enroll in a developmental or supplemental mathematics
2 course if the student is enrolling in a liberal arts mathematics course, and has:

3 1. A sub-score on the ACT Assessment of nineteen (19) or higher;

4 2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness
5 Indicators document;

6 3. Successfully completed a high school mathematics transitional course or intervention program
7 and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course
8 outlined in the College Readiness Indicators document; or

9 4. Successfully completed a developmental or supplemental mathematics course at a state-
10 supported postsecondary education institution that meets the system-wide learning outcomes identified in
11 the College Readiness Indicators document.

12 (c) A student shall not be required to enroll in a developmental or supplemental course in college
13 algebra if the student has:

14 1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

15 2. Met a college algebra mathematics benchmark placement score outlined in the College
16 Readiness Indicators document;

17 3. Successfully completed a developmental or supplemental mathematics course at a state-
18 supported postsecondary education institution that meets the system-wide learning outcomes for college
19 algebra identified in the College Readiness Indicators document.

1 (d) A student shall not be required to enroll in a developmental or supplemental course in reading
2 if the student has:

3 1. A sub-score on the ACT Assessment of twenty (20) or higher;

4 2. Met a reading benchmark placement score outlined in the College Readiness Indicators
5 document;

6 3. Completed twelve (12) hours of reading intensive work at a postsecondary education
7 institution;

8 4. Successfully completed a high school reading transitional course or intervention program and
9 met the system-wide English benchmark for readiness outlined in the College Readiness Indicators
10 document; or

11 5. Successfully completed a developmental or supplemental reading course at a state-supported
12 postsecondary education institution that meets the system-wide learning outcomes identified in the
13 College Readiness Indicators document.

14 (e) A student who scores twenty-seven (27) or high on the ACT Assessment in mathematics shall
15 be permitted to enroll in a credit-bearing calculus course.

16 (f) A student who demonstrates a level of competence by achieving the standards established in
17 the College Readiness Indicators document, and by achieving the scores contained in sub-section (11) (a)
18 through (e) shall be guaranteed placement in credit-bearing course work.

1 (12) An adult student who has been admitted without taking the ACT Assessment or the SAT
2 may be placed into an appropriate course based on the following tests:

3 (a) The ACT Residual Test

4 (b) The ASSET Testing Program;

5 (c) The COMPASS Testing Program;

6 (d) The KYOTE Testing Program;

7 (e) The ACCUPLACER Testing Program; or

8 (f) An institutional placement test.

9 (13) An institution shall be responsible for determining the remediation required including the
10 number of developmental courses required.

11 (14) An institution shall enroll a student who scores below the state-wide readiness standards in
12 an appropriate developmental or entry-level course until readiness for credit-bearing courses has been
13 demonstrated. An institution shall ensure that a student who completes a developmental or supplemental
14 course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an
15 appropriate course requiring college-level reading skills.

16 (15) A university shall report to the Council data that monitors the performance of first-time
17 students in developmental and entry-level courses. The core elements of the first-time student
18 performance monitoring system shall include:

- 1 (a) ACT or SAT scores;
- 2 (b) institutional placement exam results;
- 3 (c) Information that identifies whether a course is developmental, entry-level, or entry-level with
4 supplementary academic support provided; and
- 5 (d) Trades in developmental entry-level courses.

6 Section 3. Minimum Qualifications for Institutional Admission as a First-time Student to the
7 Kentucky Community and Technical College System (KCTCS). (1) Except as provided by paragraph (b)
8 of this subsection, an applicant who is a resident of Kentucky and who seeks admission to a community
9 and technical college degree program established by the Kentucky Community and Technical College
10 System if the applicant has:

- 11 (a) Graduated from a public high school or certified non-public high school; or
- 12 (b) Earned a general equivalency diploma (GED®)
- 13 (2) An applicant who has earned a high school general equivalency diploma (GED®) or who is a
14 graduate of a Kentucky based non-certified non-public high school, including a home school, shall have
15 fulfilled the requirements for admission to a community or technical college by meeting the admission
16 criteria established by KCTCS, in writing.
- 17 (3) KCTCS may waive the requirement to take the GED® as set forth in subsection (1)(b)
18 pursuant to a written policy published by KCTCS.

1 (4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high
2 ACT Assessment score, and social maturity, may be granted early admission without meeting the
3 requirements of subsection (1)(a) and (b).

4 (5) KCTCS may admit a person who does not meet the entrance requirements established in this
5 section, for the purpose of enrolling in a college course or courses as a non-degree student.

6 (6) KCTCS, in admitting a student to a degree program who does not meet the system-wide
7 readiness standards for English, mathematics, and reading, shall use a placement exam to place a student
8 in the proper course. If a student scores below the system-wide standard of readiness in English,
9 mathematics, and reading as outlined in the College Readiness Indicators document incorporated by
10 reference, the institution shall place the student in an:

11 (a) Appropriate developmental course or adult education course of study in the relevant discipline
12 within two semesters following a student's initial enrollment; or

13 (b) Appropriate entry-level college course within two semesters following a student's initial
14 enrollment, provided that the course offers supplementary academic support such as extra class sessions,
15 additional labs, tutoring, and increased monitoring of students beyond that usually associated with an
16 entry-level course.

17 (7)(a) A student shall not be required to enroll in a developmental or supplemental course in
18 English if the student has:

19 1. A sub-score on the ACT Assessment of eighteen (18) or higher;

1 2. Met an English benchmark placement score outlined in the College Readiness Indicators
2 document;

3 3. Successfully completed a high school English transitional course or intervention program and
4 met the system-wide English benchmark for readiness outlined in the College Readiness document; or

5 4. Successfully completed a developmental or supplemental English course at a state-supported
6 postsecondary education institution where the course meets the system-wide learning outcomes identified
7 in the College Readiness Indicators document.

8 (b) A student shall not be required to enroll in a developmental or supplemental mathematics
9 course if the student is enrolling in a liberal arts mathematics course, and has:

10 1. A sub-score on the ACT Assessment of nineteen (19) or higher;

11 2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness
12 Indicators document;

13 3. Successfully completed a high school mathematics transitional course or intervention program
14 and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course
15 outlined in the College Readiness Indicators document; or

16 4. Successfully completed a developmental or supplemental mathematics course at a state-
17 supported postsecondary education institution that meets the system-wide learning outcomes identified in
18 the College Readiness Indicators document.

1 (c) A student shall not be required to enroll in a developmental or supplemental course in college
2 algebra if the student has:

3 1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

4 2. Met a college algebra mathematics benchmark placement score outlined in the College
5 Readiness Indicators document;

6 3. Successfully completed a developmental or supplemental mathematics course at a state-
7 supported postsecondary education institution that meets the system-wide learning outcomes for college
8 algebra identified in the College Readiness Indicators document.

9 (d) A student shall not be required to enroll in a developmental or supplemental course in reading
10 if the student has:

11 1. A sub-score on the ACT Assessment of twenty (20) or higher;

12 2. Met a reading benchmark placement score outlined in the College Readiness Indicators
13 document;

14 3. Completed twelve (12) hours of reading intensive work at a postsecondary education
15 institution;

16 4. Successfully completed a high school reading transitional course or intervention program and
17 met the system-wide English benchmark for readiness outlined in the College Readiness Indicators
18 document; or

1 5. Successfully completed a developmental or supplemental reading course at a state-supported
2 postsecondary education institution that meets the system-wide learning outcomes identified in the
3 College Readiness Indicators document.

4 (e) A student who scores twenty-seven (27) or high on the ACT Assessment in mathematics shall
5 be permitted to enroll in a credit-bearing calculus course.

6 (f) A student who demonstrates a level of competence by achieving the standards established in
7 the College Readiness Indicators document, and by achieving the scores contained in sub-section (7) (a)
8 through (d) shall be guaranteed placement in credit-bearing course work.

9 (8) An adult student who has been admitted without taking the ACT Assessment or the SAT may
10 be placed into an appropriate course based on the following tests:

11 (a) The ACT Residual Test;

12 (b) The ASSET Testing Program;

13 (c) The COMPASS Testing Program;

14 (d) The KYOTE Testing Program;

15 (e) The ACCUPLACER Testing Program; or

16 (f) An institutional placement test.

17 (9) An institution shall be responsible for determining the remediation required including the
18 number of developmental courses required.

1 (10) An institution shall enroll a student who scores below the state-wide readiness standards in
2 an appropriate developmental or entry-level course until readiness for credit-bearing courses has been
3 demonstrated. An institution shall ensure that a student who completes a developmental or supplemental
4 course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an
5 appropriate course requiring college-level reading skills.

6 (11) KCTCS may exempt students enrolled in selected certificate and diploma programs from an
7 assessment and placement in English, mathematics, and reading. The list of certificate and diploma
8 programs that exempt students from the required assessment and placement shall be published by KCTCS
9 in the student catalog.

10 (12) KCTCS shall report to the Council data that monitors the performance of first-time students
11 in developmental and entry-level courses. The core elements of the first-time student performance
12 monitoring system shall include:

13 (a) ACT or SAT scores;

14 (b) Institutional placement exam results;

15 (c) Information that identifies whether a course is developmental, entry-level, or entry-level with
16 supplementary academic support provided; and

17 (d) Trades in developmental entry-level courses.

18 ~~[Precollege Curriculum. (1) An applicant to a baccalaureate degree program at an institution shall~~
19 ~~complete twenty-two (22) or more approved high school units including the following courses in the~~

1 ~~precollege curriculum. The precollege curriculum established in this section shall include the following~~
2 ~~categories and courses of study:~~

3 ~~(a) Four (4) units of high school study in English/language arts, specifically including English I,~~
4 ~~English II, English III, and English IV or AP English;~~

5 ~~(b) Except as provided in subparagraphs 1, 2, and 3 of this paragraph, three (3) units of high school~~
6 ~~study in mathematics, including Algebra I, Algebra II, and Geometry.~~

7 ~~1. An integrated, applied, interdisciplinary, or technical/occupational course may be substituted for a~~
8 ~~traditional Algebra I, Geometry, or Algebra II course if the course meets the appropriate content standards~~
9 ~~described in the Program of Studies, which is incorporated by reference in 704 KAR 3:303;~~

10 ~~2. A mathematics course whose content is more rigorous than Algebra I shall be accepted as a~~
11 ~~substitute for Algebra I.~~

12 ~~3. An Algebra I course taken prior to high school shall be counted as a required mathematics course if~~
13 ~~the academic content of the course is at least as rigorous as the appropriate high school algebraic thinking~~
14 ~~standards outlined in the Program of Studies, which is incorporated by reference in 704 KAR 3:303;~~

15 ~~(c) Three (3) units of high school study in science, to include physical science, life science, and earth~~
16 ~~and space science. At least one (1) unit shall be a laboratory course;~~

17 ~~(d) Three (3) units of high school study in social studies, from the following content areas: United~~
18 ~~States history, economics, government, world geography, and world civilization;~~

19 ~~(e) One half (1/2) unit in health education;~~

- 1 ~~(f) One-half (1/2) unit in physical education;~~
- 2 ~~(g) One (1) unit in history and appreciation of visual and performing arts; and~~
- 3 ~~(h) Two (2) units in the same foreign language unless:~~
 - 4 ~~1. The applicant's local school has diagnosed the student as having a learning disability as set forth in~~
 - 5 ~~KRS 157.200 and 707 KAR 1:310; and~~
 - 6 ~~2. Either:~~
 - 7 ~~a. The school has determined that the learning disability precludes the student from successfully~~
 - 8 ~~completing a foreign language course; or~~
 - 9 ~~b. The applicant demonstrates linguistic competence and awareness of a foreign language at least~~
 - 10 ~~equivalent to two (2) years of high school language.~~
- 11 ~~(2) In addition to the requirements of subsection (1) of this section, a student shall take five (5)~~
- 12 ~~electives. Three (3) of the five (5) electives shall be courses with academic content that is at least as~~
- 13 ~~rigorous as that required in the minimum high school graduation requirements and shall be in the~~
- 14 ~~following areas of study:~~
 - 15 ~~(a) Social studies;~~
 - 16 ~~(b) Science;~~
 - 17 ~~(c) Mathematics;~~
 - 18 ~~(d) English/language arts;~~

1 ~~(e) Arts and humanities;~~

2 ~~(f) Physical education and health. A student shall be limited to one half (1/2) unit as an elective in~~
3 ~~physical education and to one half (1/2) unit in health;~~

4 ~~(g) Foreign language; or~~

5 ~~(h) Agriculture, industrial technology education, business education, marketing education, family and~~
6 ~~consumer sciences, health sciences, technology education and career pathways.~~

7 ~~(3)(a) An integrated, applied, interdisciplinary, or higher level course shall be substituted for a course~~
8 ~~listed in subsections (1) or (2) of this section, if the substituted course offers the same or greater academic~~
9 ~~rigor and the course covers or exceeds the minimum required content.~~

10 ~~(b) Integrated mathematics courses shall be taken as a sequence. A student shall choose either the~~
11 ~~algebra/geometry sequence or the integrated mathematics sequence.~~

12 ~~(c) An approved substitute course may include an honors course, advanced placement course, dual~~
13 ~~credit course, or a course taken at an institution.~~

14 ~~(4) An institution may establish additional requirements to supplement this minimum academic~~
15 ~~preparation.~~

16 ~~(5)(a) An institution shall accept a waiver of a required precollege curriculum course if:~~

17 ~~1. A student is unable to complete a course because of a physical handicap; and~~

1 ~~2. The school district superintendent or designee verifies that a student's handicapping condition~~
2 ~~prevents the student from completing the course in question.~~

3 ~~(b) Following a determination that a student is unable to complete a course based upon paragraph (a)~~
4 ~~of this subsection, a local school may substitute another course in accordance with 704 KAR 3:305,~~
5 ~~Section 3(2).~~

6 ~~(6) An institution shall determine whether an applicant has met these minimum academic preparation~~
7 ~~requirements.~~

8 ~~(7) The precollege curriculum requirement shall apply to:~~

9 ~~(a) A first-time student pursuing a baccalaureate degree with or without a declared major;~~

10 ~~(b) A student converting from nondegree status to baccalaureate degree status;~~

11 ~~(c) A student changing from certificate or associate degree level to baccalaureate degree level; or~~

12 ~~(d) A student who, transferring from another institution, has been admitted to baccalaureate degree~~
13 ~~status by the receiving institution.~~

14 ~~(8) The following shall be exempted from the requirements of the precollege curriculum:~~

15 ~~(a) An adult student;~~

16 ~~(b) A student entering baccalaureate degree status with twenty-four (24) or more semester credit hours~~
17 ~~applicable to a baccalaureate degree with a GPA (grade point average) of at least 2.00 on a 4.00 scale;~~

18 ~~(c) Active duty military personnel, their spouses, and their dependents;~~

1 ~~(d) A student enrolled in a community or technical college or a community college type program at a~~
2 ~~university;~~

3 ~~(e) A nonresident student because he or she is subject to the provisions of Section 2(5) of this~~
4 ~~administrative regulation; or~~

5 ~~(f) An international student.~~

6 ~~Section 4. Conditional Admissions Qualifications. (1) A university shall have the option of admitting~~
7 ~~conditionally a first time student applicant to a baccalaureate degree program who has not met the~~
8 ~~requirements of Section 3 of this administrative regulation. A first time student admitted conditionally~~
9 ~~shall remove or otherwise satisfy academic deficiencies in a manner and time period established by the~~
10 ~~enrolling institution.~~

11 ~~(2) An institution enrolling students in a baccalaureate degree program under the conditional~~
12 ~~admission provisions in subsection (1) of this section shall admit conditionally each academic term not~~
13 ~~more than five (5) percent of a base figure. The base figure shall be the average number of students~~
14 ~~reported as enrolled with baccalaureate degree status over the preceding four (4) years.~~

15 ~~(3) Although not subject to the precollege curriculum for admission purposes, the precollege~~
16 ~~curriculum status of students enrolled in a community college type program in a university shall be~~
17 ~~assessed and reported to the Council on Postsecondary Education.~~

18 ~~(4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a high~~
19 ~~ACT Assessment score, and social maturity, may be granted early admission. An applicant granted early~~

1 admission by an institution shall be exempt from the provisions of Sections 2 and 3 of this administrative
2 regulation.

3 ~~(5) At the discretion of the institution, a person who does not meet college entrance requirements,
4 including high school students, may enroll in a college course as a nondegree student.]~~

5 Section (4) ~~[5]~~. Transfer Students. (1) The council's General Education Transfer Policy and
6 Implementation Guidelines, incorporated by reference, shall direct an institution's policy on the
7 acceptance of transfer credits.

8 (2) An institution shall assure that a transferring student receives academic counseling concerning the
9 transfer of credit among institutions.

10 (3) A university or the KCTCS ~~[An institution]~~, consistent with the provisions of subsection (1) of
11 this section, shall accept a student's college credit earned when a course is taken both for high school
12 credit and college credit. Credit earned through a dual enrollment arrangement shall be treated the same as
13 credit earned in any other college course.

14 ~~[Section 6. Assessment and Placement of Students. (1) The Kentucky Statewide Public Postsecondary
15 Placement Policy in English and Mathematics shall apply to:~~

16 ~~(a) A first time student enrolled in an associate or baccalaureate degree program or a certificate or
17 diploma program at an institution;~~

18 ~~(b) A student who transfers from a degree program at one (1) institution into a degree program at
19 another institution and who has not taken and successfully passed college level courses in mathematics
20 and English;~~

1 ~~(c) A student who transfers from a certificate or diploma program into a degree program and who has~~
2 ~~not taken and successfully passed college level courses in mathematics and English; or~~

3 ~~(d) A student converting from nondegree status to degree status who has not taken and successfully~~
4 ~~passed college level courses in mathematics and English.~~

5 ~~(2) A nondegree seeking student shall be exempt from systemwide mandatory assessment and~~
6 ~~placement policies.~~

7 ~~(3) Except as provided in subsection (11) of this section, an institution shall use the ACT Assessment~~
8 ~~to evaluate student competencies in mathematics, English, and reading. An institution may accept scores~~
9 ~~on the SAT in lieu of the ACT Assessment for placement in college level courses.~~

10 ~~(4) If a student is determined to have not met the systemwide standards for readiness, an institution~~
11 ~~shall use a placement exam to help place the student in the proper course.~~

12 ~~(5) An institution shall place a student who scores below the systemwide standard in mathematics,~~
13 ~~English, or reading in an:~~

14 ~~(a) Appropriate developmental course in the relevant discipline; or~~

15 ~~(b) Entry level college course, if the course offers supplementary academic support, such as extra~~
16 ~~class sessions, additional labs, tutoring, and increased monitoring of students, beyond that usually~~
17 ~~associated with an entry level course.~~

1 ~~(6) Effective with the fall semester of 2010, an institution shall satisfy the provisions of subsection (5)~~
2 ~~of this section by placing a student in the appropriate developmental course or entry level college course~~
3 ~~within the first two (2) academic terms that a student is enrolled.~~

4 ~~(7)(a) A student shall not be required to enroll in a developmental course in English if the student has~~
5 ~~a sub score on the ACT Assessment of eighteen (18) or higher in English. The student shall be permitted~~
6 ~~to enroll in a credit bearing writing course.~~

7 ~~(b) A student shall not be required to enroll in a developmental course in Mathematics if the student~~
8 ~~has a subscore on the ACT Assessment of nineteen (19) or higher in Mathematics.~~

9 ~~1. A student who scores between nineteen (19) and twenty one (21) shall be permitted to enroll in a~~
10 ~~credit bearing mathematics course.~~

11 ~~2. A student who scores twenty two (22) through twenty six (26) on the ACT Assessment in~~
12 ~~Mathematics shall be permitted to enroll in a credit bearing algebra course.~~

13 ~~3. A student who scores twenty seven (27) or higher on the ACT Assessment in Mathematics shall be~~
14 ~~permitted to enroll in a credit bearing calculus course.~~

15 ~~(c) A student who has been admitted to an institution and who demonstrates a level of competence by~~
16 ~~achieving the standards established in the Kentucky Statewide Public Postsecondary Placement Policy in~~
17 ~~English and Mathematics, which is incorporated by reference, and by achieving the scores contained in~~
18 ~~paragraph (a) or (b) of this subsection shall be guaranteed placement in credit bearing coursework.~~

19 ~~(8) An adult student who has been admitted without the ACT Assessment test or the SAT may be~~
20 ~~placed into an appropriate course using:~~

1 ~~(a) The ACT Residual Test;~~

2 ~~(b) The ASSET Testing Program;~~

3 ~~(c) The COMPASS Testing Program;~~

4 ~~(d) The ACCUPLACER Testing Program; or~~

5 ~~(e) An institutional placement test.~~

6 ~~(9) An institution shall be responsible for determining the remediation required including the number~~
7 ~~of developmental courses required, if necessary.~~

8 ~~(10) Effective with the fall semester of 2010, an institution shall enroll a student who scores below the~~
9 ~~statewide standards in an appropriate developmental or entry level course until readiness for credit-~~
10 ~~bearing courses has been demonstrated. An institution shall ensure that a student who completes a~~
11 ~~developmental or supplemental course shall enroll in a credit bearing course in that subject or discipline,~~
12 ~~or in the case of reading, appropriate course work requiring college level reading skills.~~

13 ~~(11)(a) KCTCS shall select campus placement tests for the community and technical colleges that~~
14 ~~assess mathematics, English, and reading skills.~~

15 ~~(b) KCTCS may use the ACT Assessment scores or SAT scores to place a student into an appropriate~~
16 ~~developmental course.~~

17 ~~(12) KCTCS shall place a degree-seeking student who scores below the systemwide standard in~~
18 ~~mathematics, English, or reading in an:~~

1 ~~(a) Appropriate developmental course in the relevant discipline; or~~

2 ~~(b) Entry level college course if the course offers supplementary academic support, such as extra class~~
3 ~~sessions, additional labs, tutoring, and increased monitoring of students, beyond that which is usually~~
4 ~~associated with an entry level course.~~

5 ~~(13) KCTCS may exempt students enrolled in selected certificate and diploma programs from an~~
6 ~~assessment and placement in mathematics, English, and reading. The list of certificate and diploma~~
7 ~~programs that exempt students from the required assessment and placement in mathematics, English, and~~
8 ~~reading shall be published by KCTCS in the student catalog.~~

9 ~~(14) an institution shall report to the council data that monitors the performance of first-time students~~
10 ~~in developmental and entry level courses. The core elements of the first-time students performance~~
11 ~~monitoring system shall include, as appropriate:~~

12 ~~(a) ACT or SAT scores;~~

13 ~~(b) Institutional placement exam results;~~

14 ~~(c) Information that identifies whether a course is developmental, entry level, or entry level with~~
15 ~~supplementary academic support provided; and~~

16 ~~(d) Grades in developmental and entry level courses.]~~

17 Section 4 [7]. Incorporation by Reference. (1) The following material is incorporated by reference:

18 (a) "General Education Transfer Policy and Implementation Guidelines", 2004, Council on
19 Postsecondary Education;

1 (b) College Readiness Indicators, 2010~~["Benefits of a High School Core Curriculum", 2006, ACT;~~
2 ~~and~~

3 ~~(c) "Kentucky Statewide Public Postsecondary Placement Policy in English and Mathematics", 2004.]~~

4 (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the
5 Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky,
6 Monday through Friday, 8 a.m. to 4:30 p.m.

Date

Paul E. Patton, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Dennis L. Taulbee, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on July 26 at 10:00 a.m. local time at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted until August 1, 2011.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

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